

MARRIAGE PREPARATION

A collection of articles focused on the meaning of marriage in a modern world and some of the guidelines useful in developing responsible attitudes toward marriage.

From issues of *the family life coordinator*

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Thomas Poffenberger

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PREPARING FOR MARRIAGE IN THIS ATOMIC AGE*

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If we are to understand the meaning of marriage today, we must first understand something of how marriage has changed in recent history. Marriage today is expected to meet individual needs and is based upon the companionship of husband and wife. This is quite different from times past in our own society when the purpose of marriage was essentially an economic one. Men and women married because they needed each other to maintain the economy of the family. A man could not run a farm without a wife, and a wife had to have a husband to work the land. They had to produce most of the necessities of life themselves. In today's society, a man can get along quite well without a woman, and a woman can live quite nicely without a man. Each can get a job and buy whatever he needs with the money he makes.

But this is only in an economic sense. In an emotional sense our needs are perhaps greater today than ever before. In our uncertain age, the need for love and affection, security, and recognition is of paramount importance to each of us. These needs can be best met within marriage. This implies, of course, that we can marry someone who will fulfill these needs. It also implies that we will meet these needs in the one we marry. However, for either marriage partner to do this requires maturity. This maturity does not grow as a natural process as the body grows. Instead it comes from self-understanding of one's own feelings and emotions, an acceptance of self and of others, and being able to find one's place in society. A satisfactory companionship marriage also presumes a wise selection of a mate, with whom one has a good deal in common. It's plainly evident that this is a large order, and if we have any doubt of it, we have only to look at the divorce statistics and find that about one out of every three marriages ends in divorce.

If we add that many of those that do not end in divorce are not really happy marriages, we realize that there are many factors standing in the way of successful companionship marriages. What are these factors that prevent us from getting the thing we desire so much?

In the first place, we have little training for male-female

companionship in our society; second, there is often a lack of self-understanding on the part of many of us; third, many of us marry before we are really ready for marriage. Let's look at each of these in some detail. Companionship, of course, involves knowing the other and being able to feel with the other. A necessary condition of love is knowing the loved one and wanting to make oneself known to the loved one; however, in a recent study, it was found that women told less about themselves to their boyfriends, and men told less about themselves to their girl friends than they did to companions of their own sex. This study confirms my own findings in a study of high school seniors. Essentially, I found that there was a great deal of misunderstanding existing between the boys and the girls. Each was unable to determine what the other was thinking. In this study, 18 out of 28 girls and 14 out of 34 boys said that their biggest problem with the opposite sex was their inability to understand them.

To illustrate this point, you might be interested in some of the comments these students made. These are comments made by the boys: one said, "Some of the girls cheat on me. They pretend they're not at home when I phone, and other such things. I don't know whether it is my fault or what, but I don't like it." Another said his biggest problem with the opposite sex was: "Trying to figure out what I can get away with in different girls. A girl may act sexy and when you want to neck, run for the hills, or vice-versa. It is all very confusing to me." Another boy summed it up by saying, "My biggest problem with the opposite sex is that girls just don't understand boys at our age."

Some of the girls made these comments: "To make them understand that when you say something, you mean it. Also, to make them understand that a girl has feelings which can be hurt very easily. It is a problem for a girl to figure out whether a boy is just giving her a line or not." Another said, "They take you for granted, they boss you, they have little feeling for your feelings, and are only conscious of themselves. I find it very hard to get along with them because I don't like being pushed around." Another said, "They are inconsiderate, they expect too much, they want you to go all the way, and then they think you are awful if you do." And another said, "Knowing whether

* Address given at the Eighth Annual Ashland Conference for Young Adults, Southern Oregon College, Ashland, Oregon, March 25, 1959.

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they really like me. I can never tell whether a boy likes me or not. A lot of boys go with girls because they are fast and drink and smoke. I am not that kind of girl, but I have gone out with that type of boy though I don't enjoy it. Most of the boys I like best and the ones who seem to like me are considered the squares of the school. I want to be popular, and I want to be liked by the popular boys, but I haven't a knack for getting along with them, and I wish I could." Another said, "Keeping my fiance within moral limits on dates and after parties when we park. He thinks since we're engaged that I should give in to him. Sometimes I think so, too, but usually there is an argument. It makes things strained between us, and everything else is so perfect."

I read these comments because they point out so clearly some of the conflicts that exist between boys and girls of this age. Essentially, it seems as though the girls feel the boys are out after all they can get, and the boys feel that the girls are trying to hold out on them. So the dating and courting period, the time which should be spent in getting to understand the opposite sex, learning about each other, learning how to be companions to one another, instead is spent in conflict—each trying to outguess the other. Each of the sexes does find companionship, but it is in their *own* sex groups where it is found. Boys share their experiences with boys, and girls share their experiences with girls. Dating and courtship, if a companionship marriage is the final objective, should provide opportunities for the young person to get to know as many different personalities as possible so that he may discover which type of personality best suits him, and so, which person he may get along best with in marriage. Dating and courting in our society at the present time, make it virtually impossible for this process to take place until the engagement is announced. During dating and courting, one dare not reveal one's real personality or tell too much about oneself or give too much of oneself because this information may be carried back to the other age mates and told about and laughed about. Boys, particularly, are likely to talk about their dates, and brag about their experiences of the preceding night. Girls also discuss their dates. Since each sex knows this, it hardly encourages one to be frank and earnest about oneself and reveal one's real personality. More likely the person hides his real feelings and pretends to be something he isn't.

Another factor preventing understanding between the boys and girls is the emphasis placed upon sex differences in our society. Boys are expected to be masculine, and girls are expected to be feminine, and they are brought up from early childhood with these concepts. As children, girls are expected to play with dolls, and boys are expected to play with soldiers. Later on, boys are expected to play baseball, and girls to do things more characteristic of women. We have our stereotypes of what their interests

should be as adults. Boys are supposed to be more interested in science and mathematics. It is the girls who are interested in music, in literature and the arts. Any boy who shows more than casual interest in things ordinarily considered feminine may be looked upon with raised eyebrows. Since men in our society today are none too sure of their masculinity, they must avoid any appearance of being interested in anything other than masculine pursuits. As a result, interest patterns of boys and girls develop along different lines tending to drive them apart rather than creating the similar interests so important to a companionship marriage. Because of this difference in conditioning, when they marry, the husband seeks out his companionship needs with his friends while his wife gets together in her own group, where she finds common interests. All too often, they find little in each other but sex and without companionship, their interest in this soon fades.

The second factor that often stands in the way of a satisfactory companionship marriage is lack of self-understanding. A happy marriage is actually a long time in building. As a matter of fact, it starts right from the time the child is born. Actually, to have a fully successful marriage, there are certain developmental tasks that each of us needs to perform at various stages in our life before we ever come to marriage. These stages are infancy and early childhood, the middle childhood years, and adolescence. In infancy and early childhood, it's very important that we learn a sense of trust, that is, an ability to feel that others like us and accept us. This sense of trust has to come largely from our parents, a feeling that they love us and accept us. If we do not develop this feeling of trust, then it is most difficult for us to give of ourselves and be able to trust and have sympathy and compassion for the one we marry.

We also have to learn what a husband or wife is or can be. This comes partly through identification with one's mother and father. A little girl wants to marry her daddy, and later on in adolescence, it's her daddy, at an unconscious level, that she is looking for in a spouse. If she never did develop a good relationship with her father, she may feel insecure about men and feel uncomfortable when she is with them. This of course may interfere with her relationship with any man she dates or marries. The same thing is true of boys. If the boy has a poor relationship with his mother, this may very well carry over into all his feelings and attitudes toward women.

In middle childhood one must learn to get along with one's mates and begin to establish moral standards and values that produce the inner controls he will use to guide himself throughout his life. In the adolescent years, as changes in his body take place, it's important that he accept these changes. If he cannot accept himself, it will be difficult for others to accept him.

Another important developmental task is achieving emo-

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tional independence of parents. This is difficult in our society for two reasons: first, parents want to hang on to their children. They are hesitant to let them go and stand on their own two feet. Second, there is hesitancy on the part of the young people themselves to leave home. There is security in being close to one's parents, physically and psychologically, and this is difficult to give up.

Selecting and preparing for an occupation is another important developmental task of this period. This can hardly be over-emphasized in importance since a good bit of one's life will be spent at the job. Success in an occupation contributes to self-satisfaction and this pervades one's whole life, including family life. If the individual is unsuccessful or dissatisfied in the job he has chosen, this spreads over into his life with his wife and children. In terms of occupation, the young man faces a dilemma. He must face two conflicting values: one is the ever increasing desire for an early marriage that will give him love and sex, and the other needs he hopes will be met. On the other hand, there are the pressures for ever increased specialized training in a technical age. There are many young men who have agreed to an early marriage and given up their occupational training. Later they have regretted it. In a number of such cases, I have seen the men blame their wives for the fact that they were not able to go on professionally as they wanted. Some couples marry and the husband goes on to school while the wife works to support the family. Many couples (those who have known each other well before marriage and are mature enough to put up with a difficult situation for a time) are able to make a success of it. Others find the strain too great and either give up the schooling or give up the marriage. Some give up both. In these cases where it is necessary for the wife to work, the arrival of a baby means the end of education. I know of two young couples in the last year that started out with the best of intentions and all of the latest contraceptive information—and had babies within a year.

Another developmental task of adolescence is developing positive attitudes toward family life and having children. In our society there are many blocks in the way of developing these positive attitudes. Some, as I have pointed out, are of a cultural nature, resulting from boy-girl conflicts during adolescence and the lack of understanding that develops during the dating and courtship period. Another source of a more serious nature since it affects the basic personality of the individual is the early training of the youngster. If he is raised in a family where the mother and father do not have a close relationship, he is likely to develop a negative attitude toward marriage which, unless recognized and faced, may in turn have negative effects on his own family life. Having and raising children re-

quires a good bit of emotional maturity on the part of both the husband and wife. Children require a great deal of giving of oneself. Many sacrifices have to be made, and unless an individual is relatively emotionally mature, he may resent giving up his own desires for the sake of his children. Strange as it may seem, jealousy may become a problem. In early marriage, there is always a tendency for the husband and wife each to be a little concerned about holding on to the spouse. If either is a little insecure and unsure he will be particularly sensitive to anyone or anything that interferes or might interfere with the marriage relationship. Many become fearful that the child will be preferred over themselves.

The other factor that stands in the way of a satisfactory companionship marriage is a marriage that takes place before the couple are really ready for marriage. I have suggested earlier that because of the sacrifices and the work involved in making marriage a success, each individual must give a great deal of himself; and young people, if they marry too early, may not be fully prepared to make these sacrifices. Another disadvantage of marrying at too early an age is the fact that one may not have an opportunity to meet and really know many boys or girls of the opposite sex in order to decide which type of personality is best suited to them. In our society we are still pretty much imbued with the concept of romantic love, that there is one person who is meant for us, and that once we have met him, that's all we need to worry about. From then on life will be rosy, and we'll live happily ever after. This, unfortunately, is not the case. The person who may appeal to us the most physically may be the one with a personality we can least well get along with. However, because we make so much of physical beauty in our culture, this, unfortunately, is given the greatest weight in selecting a mate. Because young people have had little experience with love, there is a tendency to feel that the first romantic involvement is the only one they can possibly have. However, it is obviously silly to feel that in all the world there is only one person best for us. Obviously, there are many with whom one can be equally happy in marriage. We really need not fear that if this one gets away there never will be another. The other problems of an early marriage already mentioned have to do with the time needed to grow away from parents and adequate time for proper job training.

The objective of this talk has not been to tell you how to be successful in choosing a mate or how to make a marriage work. Rather it has been directed at stimulating thought for constructive discussion for the rest of the day. In order to do that, I have presented some of the conflicts that young people face today as a social scientist sees them.

PACIFIC NORTHWEST FAMILY LIFE NEWS AND NOTES

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Several out-of-region professional people have visited the Pacific Northwest in professional capacities since the last issue of *the family life coordinator*. Mr. and Mrs. Ralph Eckert of the University of Connecticut conducted a one-day Marriage and Family Living Conference at Eastern Montana College of Education, Billings, Montana, on June 29th. The program, devoted to the development of warm loving relationships in the family, was attended by over 400 students, ministers, and social workers from the Billings area.

Oregon State College was host to four visiting instructors this summer. Mr. Lawrence S. Bee of the University of Kansas taught marriage and family relations courses; Miss Mary Elizabeth Keister, Head, Division of Child Development, University of Tennessee, conducted a "full house" workshop for nursery school teachers on "Understanding Nursery School Children"; Miss Tessie Agan, School of Home Economics, Kansas State College, taught courses on family housing; Mrs. Lucille Fee, Colorado State Supervisor of Home Economics Education, conducted a two-weeks workshop on "Interpreting Homemaking Education" for fifteen home economics teachers.

Mrs. Ruth Osborne, instructor of family life courses in Hinsdale High School, Hinsdale, Illinois, conducted a workshop for family life teachers at Eastern Washington College of Education, Cheney. She also taught a course in marriage and another in child development.

The Department of Family Life Education of the Seattle Public Schools and the Association for Childbirth Education combined resources to bring David B. Treat, Director of the Clara Elizabeth Fund for Maternal Health, Flint, Michigan, to Seattle for four days, June 10-13. The first two days were devoted to a family life workshop. Staff members of the Department of Family Life Education and leaders in family life education, including Parent-Teacher chairmen, study group leaders, doctors, ministers, church school directors, social workers, guidance personnel, teachers, nurses, and other interested community members were enrolled. Participants in the workshop discussed the problems of community organization for parent education, with Mr. Treat demonstrating many techniques and materials used in the program at Flint.

"Husbands and wives, men and women, have widely

different expectations of each other in marriage," said Mr. Treat. "The growth which takes place in every good marriage brings them closer together in their expectations. Marriage becomes a true union when they learn to face reality together."

With pages from the Dickinson Birth Atlas, Mr. Treat gave demonstrations showing how information about pregnancy, childbirth, and the cycle of human growth could be adapted to any age group from children to adults.

June 11-13, Mr. Treat worked with childbirth educators in their sixth annual conference. Considerable attention was given to the father's role in pregnancy. The highlight of the program was a dinner meeting on Friday, June 12. Here David Treat shared his experiences in childbirth education in Flint. He emphasized the need for giving enough time for the program to grow, and for obtaining objectives through education. He felt doctors and obstetricians would work to improve education in this area if they understood the need and value of it. Pressure on them would not produce results. His "prescription" was: "Tell the people what good maternal care should be. They will seek it, and the doctors will give it. What is needed is a bridge of understanding."

Professional people in Josephine County and Grants Pass, Oregon, are actively at work seeking to organize a family counseling program. Their approach is similar to that followed by the Boise Valley Counseling Service, which is described elsewhere in the News Notes. One of the leaders in the Josephine County movement is District Attorney Max McMillan of Grants Pass. Mr. Harry C. Harmsworth, president-elect of the Pacific Northwest Conference on Family Relations and Professor of Sociology at the University of Idaho, reports the organization of the Latah County Mental Health Association at Moscow. This organization is interested in developing a family counseling service.

Miss Pauline Goodwin has taken a position as Assistant State Supervisor of Home Economics in the Division of Vocational Education, State Department of Education, Salem. She held a similar position in Idaho before coming to Oregon. Prior to that she completed work for her Master's degree at Washington State College.

SEX-COURTING CONCERNS OF A CLASS OF TWELFTH GRADE GIRLS

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As courtship norms change from the traditional to those of the peer group¹ it can be expected that confusion will result regarding proper behavior in the sex-courting relationship.² Large-scale quantitative studies are needed to determine what problems this confusion creates; but until these have been carried out small qualitative studies of individual high school classes may be both provocative and revealing. The present study examines the sex-dating concerns³ of girls in the senior class of a high school in a small-town university community of about 6,000 population. The study is based on a series of pretested objective check questions and four questions requiring written statements from the respondent. The study covered all the boys (40) and girls (47) in the senior class present on the day the survey was conducted. The responses of the boys will be presented in a later paper.

Twenty-five per cent of the fathers of students involved in the study were professional men, 16 per cent businessmen, 18 per cent skilled workers, 12 per cent semi-skilled and unskilled workers, 8 per cent farm owners, 6 per cent farm laborers, and 15 per cent unclassified. The mean age for puberty of the girls was 12.5 years, and 14.6 years for age when dating began. Twenty-six per cent of the girls reported that they had never gone steady. For the rest, the mean age for beginning steady dating was 15.4 years. Their present dating status was reported as follows: not dating, 10 per cent (although some had dated in the past); dating the field, 34 per cent; going steady, 30 per cent; engaged, 13 per cent; married, 13 per cent.⁴

When asked where they received most of their sex information, 32 per cent reported friends as the major source, 35 per cent mentioned mother, and 2 per cent listed

father, 6 per cent listed teachers, and the rest checked "other" as their major source of sex information. In the "other" category most of the students wrote in "books."

In answer to the question, "Do you feel girls your age need to know more about sex?", 64 per cent said "yes" and 19 per cent said they did not know. The expression of a need for more sex information was significantly related to dating status at the .01 level using the Chi square test. Of those in the earlier stages of dating, 43 per cent expressed a need for more information, and 24 per cent did not know. Of those going steady and engaged or married, 89 per cent expressed a need for more information.

Thirty per cent of the girls dated high school boys while 70 per cent said they were dating boys not in high school. Twenty-one per cent were going with boys from the nearby university, while 50 per cent said they were dating boys not in school. Some of the boys were from a military installation nearby.

In an attempt to get an expression of student concern regarding sex-courting behavior as well as to have some indication of how parents and the school might help with such concerns, open-ended questions were constructed. The following questions were reviewed by the school board and were considered inoffensive by the board. They seemed to be relatively effective in drawing significant responses from the students. The questions were: (1) What is your biggest problem with the opposite sex? (2) What kind of things should be discussed in a course in dating and marriage (with girls only and with boys only)? (3) How might parents help their children with problems concerning the opposite sex? (4) If you could have any question about sex answered that you wanted, what question would you ask?

The first question was framed in general terms so that a response could be made by those not dating as well as by those in an advanced stage of courtship. It was expected that the responses would run, as they did, from difficulty in getting dates and talking with the opposite sex to those involving the intimacy of coitus. The second question concerning class discussion was considered in terms of segregation of the sexes with the thought that the responses might be more frank. The survey was conducted by the author, who spoke to the class, beginning with an introduc-

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¹ Francis Merrill, *Courtship and Marriage* (Revised and expanded edition), New York; Henry Holt, 1959, p. 112.

² Thomas Poffenberger, "Individual Choice in Adolescent Premarital Sex Behavior," *Marriage and Family Living*, 22 (4, November, 1960), pp. 324-330.

³ Any student who was motivated enough to ask a question or make a serious comment in response to the questions asked was regarded as indicating concern. The degree of concern varied from casual interest to anxiety.

⁴ Two additional girls had married and left school. There were six premarital pregnancies during the school year in the senior class.

tion discussing the need for additional research in the area of dating and courtship considering the conflicting values that confront the adolescent in a culture undergoing rather rapid social change.⁵

The responses to the questions were studied and grouped into categories by two investigators working independently. The categories, along with the percentage in each group, were: concern regarding proper sex-courting behavior, 38 per cent; concern regarding how to cope with a boy during dating, 36 per cent; concern regarding self-control in sex-dating behavior, 13 per cent; concern regarding a break in the dating relationship, 9 per cent; concern regarding restrictive parents, 2 per cent; concern regarding retarded dating relationships, 17 per cent. A summary is presented for each of these categories, along with the comments of each girl. Since the same student may have made comments that can be placed in more than one category, the girls are numbered so that the reader can follow the remarks of the same individual. The dating category of each girl is also given, as well as the question in reply to which the comment was made.

The written comments have not been developed in a statistical analysis; but they do give insight concerning some of the feelings of the students. The comments by the students are presented here for two reasons: one, it is difficult to communicate the feeling of the adolescent when he wrote the statement without the statement itself; and two, some readers may feel that the motive behind the statement was not that assigned by the investigators. In an analysis of subjective data of this kind, it seems advisable to give the reader an opportunity to judge the material for himself if at all possible.

Concern Regarding Proper Sex-Dating Behavior

Eighteen (38 per cent) of the girls made statements that were interpreted as indicating concern about what was proper behavior in regard to necking, petting, and/or coitus. Seven girls (numbers 4, 8, 11, 19, 34, 43, 46) specifically asked "how far to go?" when answering the question about their biggest problem regarding the opposite sex. Two (2, 37) made references to a need for discussing "standards" of behavior, whereas two others (14-18) wanted a discussion of "proper" behavior. Two (23, 25) wanted a discussion of the "dangers" of petting and coitus. Another (3) wanted to know what society regards as correct behavior.

The comments indicated wide variations in degree of permissiveness toward sex play. Some (3, 8, 25, 33) indicated a desire to be told not to engage in sex play. One expressed a desire (33) for "good solid reasons" not to engage in petting and coitus. For many girls, the guilt follow-

ing petting may be quite intense. It might be expected that such girls would prefer a discussion backing up their convictions that petting was not proper. Other girls seemed to want a more unbiased discussion of the topic. In other words, there are those who feel that petting and coitus are not permissible and want to be told so, whereas some are already having coitus or are petting heavily and considering coitus. One girl (30) frankly stated that if a good relationship existed between the pair she was not opposed to coitus. She made the statement in spite of a full awareness that her position was counter to the prevailing moral code.

Statements in addition to the expression of concern over proper behavior indicated some of the factors behind this concern. One girl (4) wondered if having coitus with a boy means that a girl is in love with him. Another (8) asked what a boy thought of a girl after she "goes too far." The feeling that a boy expects petting as a sign that the girl likes him was expressed by another (44). She wanted to know how a girl could show a boy she liked him without going too far in a sexual relationship.

2. D.F.⁶ *Class discussion*:⁷ "What I would like to discuss are moral standards and pregnancy."

3. G.S. *Problem with opposite sex*: "At our age girls just don't understand boys."

Class discussion: "Well, boys and girls should discuss their problems about each other before getting married and in dating to learn how to control themselves when out on a date."

4. M. *Problem with opposite sex*: "I think one of the biggest problems is that of sex. Just how far should a girl and a boy go?"

Class discussion: "Sex. A girl should know what could happen when two people get serious about each other. If you do go all the way with a boy, do you really love him? Would he marry you if something happened?"

8. D.F. *Class discussion*: "What happens on dates, what society thinks should be."

8. D.F. *Question on sex*: "How far can you go on a date without 'going too far', and what does the person you're out with think about you afterwards?"

11. E. *Class discussion*: "How far you should go on a date. Sex relations before and after marriage."

13. G.S. *Question on sex*: "What about an intercourse?"

14. N.D. *Class discussion*: "Such things as what is proper on first dates, second, and so on. Some sex questions could be answered."

18. M. *Class discussion*: "Necking, petting, and drinking. Proper hours for dates. The type of person to go out with. How often during the week to go out."

19. E. *Class discussion*: "What to avoid in dating, how far should the dates go while on a date?"

⁵ Previous class work included high school courses in human reproduction and discussions of dating, courtship, and marriage.

⁶ Dating status of student. N.D.: not dating; D.F.: dating the field; G.S.: going steady; E.: engaged; M.: married.

⁷ Question in which the comment was made.

Parents' help: Explain rights and wrongs of dating."

23. D.F. *Class discussion:* "Necking, a sex relationship between opposite sex, the dangers of petting, and so on."
Question on sex: "Do you think it is right for a person to say, 'Well, I'll take a chance and have a relationship with him—nothing will come of it'?"
25. D.F. *Class discussion:* "For girls, they should discuss the dangers or problems that might occur if they have intercourse with the opposite sex."
30. D.F. *Class discussion:* "I think that sexual drives and emotions should be talked about. Kids who are in their middle teens and out of puppy-love don't know how to handle their emotions. Sexual intercourse follows, and a great deal of the time as an emotional thing only—an act that shakes the kids up from fear of the unknown. I may be wrong (I know I am), but if there is a true relationship between two people and if things have been talked over very seriously, if the love is real and not all romantic, I don't think I'm too seriously opposed."
33. D.F. *Class discussion:* "Tell girls what to expect. Give girls definite information on what happens to the boy. Explain with good solid reasons why it is important for youth to maintain high morals."
34. D.F. *Class discussion:* "How far to go when petting starts."
37. G.S. *Class discussion:* "Sexual intercourse, the emotions involved with sex, childbirth, dating standards, contraceptives."
43. G.S. *Class discussion:* "Just how far should a couple go in sex relations before marriage?"
44. N.D. *Class discussion:* "How to show a boy that you like him without doing anything you'll regret."
46. E. *Question on sex:* "Because I am engaged, I would like to know all I can about sex in marriage. Also, to what limits should an engaged couple go?"

Concern Regarding How to Control a Boy in Sex-Dating Behavior

Eighteen (38 percent) of the girls indicated that they were concerned about how to control a boy during the courting relationship.

The most frequently expressed concern was the problem of how to deal with the boy when he got out of line (12, 19, 27, 37, 38, 43, 44, 46) or, as one girl put it, the problem of "wandering hands." Concerns over the boy "wanting too much affection", how to make them stop "heavy petting", "controlling sexual impulses", and "keeping my fiancé within moral limits . . ." were expressed.

Another girl commented that boys did not respect the desire of a girl not to pet but would continue to press the issue (23). The same girl remarked that "it is a problem for a girl to figure out whether a boy is just giving her a line or not." The same fear of exploitation was expressed by two other girls (9, 42). One expressed the cultural problem of the boy attempting to get the girl to have coitus

and then rejecting her as a "bad" girl if she did. The other said she believed that boys were dating her to make other girls jealous.

Two girls (7, 41) expressed a desire to understand why boys behave as they do and more specifically why coitus seems to be so necessary for them.

Resentment was expressed (39, 41) concerning the attempt on the part of the boys to "boss" and "push you around." These girls evidently did not accept the position that boys represent a high status group that gives them authority over the girls or that they should have, according to the double standard, sexual freedom not permitted the girls. The point was made that if girls are restricted in their behavior, boys should be also.

One girl (30), after indicating problems girls have in controlling boys, suggested the situation might be helped through an understanding discussion with fathers. Another girl (31), although not specifically stating that she had difficulty with boys in courting, said she wanted discussion about boy-girl relationships and that she wanted the discussion to center on the "physical".

One girl (6) said that her biggest problem with the opposite sex was making them understand that coitus was wrong; but she added that she, herself, did not have that trouble since she knew what was right and wrong.

A girl (26) who had recently married said that boys always tried to "get familiar" with her but that she had found that a frank discussion of sex with them was the most effective way to control the situation. She felt that a frank discussion of sex in a high school class would be helpful.

6. G.S. *Problem with opposite sex:* "Making them realize that premarital intercourse is wrong, but I have never had any trouble at all with this. I feel that any well brought up person has sense enough to know what's right."
7. E. *Question on sex:* "Probably I would ask exactly what a boy goes through and why some boys act in a manner in which a sexual relationship is a necessity."
9. G.S. *Problem with opposite sex:* "They are inconsiderate. They expect too much, they want to go all the way, then they think you are awful if you do."
12. E. *Problem with opposite sex:* "Making a boy stop heavy petting."
19. E. *Problem with opposite sex:* "Wanting too much affection."
- Questions on sex:* "What danger points to look out for while on a date and how to avoid them."
23. D.F. *Problem with opposite sex:* "To make them understand when you say something you mean it. To make them understand a girl has feelings which can be hurt very easily. It is a problem for a girl to figure out whether a boy is just giving her a line or not."
26. M. *Problem with opposite sex:* "My biggest problem with the opposite sex is the fact that they misunderstand sex

itself. Of course they always tried to get familiar. But once set in their place, I usually found myself being teacher, such as frankly discussing sex and referring to books such as ones written by Stone and Stone. You would be very much surprised at how interested they became and how little they knew. They really took another point of view on the subject, and in the process I was very much respected for it. I didn't tell them what I had heard but referred to books and let them read and then explained what they didn't know. I think it's about time they had a class required in high school in sex!"

27. M. *Problem with opposite sex*: "It used to be (before I got married) keeping a boy in line on a date."
Question on sex: "What do boys expect of a girl?"

30. D.F. See 30 under "Concern Regarding Proper Sex-Dating Behavior."

31. G.S. *Class discussion*: "Relationship between boy and girl (physical)."

37. G.S. *Problem with opposite sex*: "My biggest problem with the opposite sex is controlling the sexual impulses and in keeping friendships on a casual basis."

38. G.S. *Problem with opposite sex*: "Controlling emotions."

39. E. *Problem with opposite sex*: "Making a boy understand that you are equal to him in every way. He shouldn't boss you and you shouldn't boss him. If some things are not all right for a girl to do, then a boy shouldn't do them either."

Class discussion: "I think petting and related sexual emotions should be discussed in the course. A lot of teen-agers don't understand their own bodies and don't understand their own feelings. I think these are some things boys and girls alike need to know."

41. D.F. *Problem with opposite sex*: "They take you for granted, they boss you, they have little feelings for your feelings, and are only conscious of themselves. I find it very hard to get along with them because I don't like being 'pushed around'."

Question on sex: "How can a girl better understand a boy's behavior?"

42. D.F. *Problem with opposite sex*: "They flirt with me to make their own girls jealous or drop their girls to go with me. I seem to be a 'go between' for them. This makes me unpopular with my own sex. I date the boy if he asks me, but I don't neck with him. The girls don't realize this."

43. G.S. *Class discussion*: "Many jokes have been made about the 'wedding night'. This I feel should be discussed. Both sexes should know about the physical make-up of the other sex. A discussion for girls of how to cope with 'wandering hands' would be helpful."

43. G.S. *Question on sex*: "What is sexual adjustment in marriage?"

44. N.D. *Class discussion*: "How to handle a boy when he gets out of line. How to tell a boy you don't want to hear cuss words or dirty jokes without making him mad."

46. E. *Problem with opposite sex*: "Keeping my fiance within moral limits on dates and after parties when we park. He thinks since we're engaged I should give in to him. Sometimes I think so too, but usually there is an argument. It

makes things strained between us, and everything else is so perfect."

Concern Regarding Self-Control in Sex-Dating Behavior

Six (13 percent) of the girls indicated that they had some difficulty controlling their own emotions in the courting relationship. This number would appear to be particularly significant in view of the fact that the question asking about problems with the opposite sex was worded so as to direct attention to the boy rather than to focus it upon the person answering the questions.

In answer to the question, "What is your biggest problem with the opposite sex?", such comments were made as, "keeping myself from getting too emotional" (11), "learning to control yourself on matters of sex" (9). Another girl (35) asked why you feel the way you do and what to do about it. One girl (32) said that her biggest problem with the opposite sex was "saying no" to a boy. The question about sex that she most wanted answered was how to prevent conception.

One girl (46) said she had trouble keeping her fiance "in line". He felt that since they were engaged they should have coitus. She added that at times she thought so too. There is little doubt that many girls find, particularly when a strong relationship has developed, that the desire for coitus is difficult to resist.

Another girl (28) indicated the problem of being attracted physically to boys and then getting serious with them.

The data do not reveal the degree of involvement of any of the girls but seem to indicate that some of them feel they are not always able to control their emotions in the courting relationship and are worried about it. The major point to be made seems to be that all of these girls, whether petting or having coitus, feel sufficiently guilty about their behavior to indicate self-control as a problem.

9. G.S. *Class discussion*: "Learning to control yourself on matters of sex."

11. E. *Problem with opposite sex*: "Keeping myself from getting too emotional."

28. G.S. *Problem with opposite sex*: "It is that I only go out with the ones with physical attractions, and then I get very serious with them. Right now I'm serious about a certain boy, and my parents want me to date other boys. Actually the boy and I intend to get married, but we won't until we are financially well off."

32. D.F. *Problem with opposite sex*: "My biggest problem is saying 'NO'! If I play the field, I'm all right, but if I start to get serious with a boy and I go with only him, sometimes it's too much to say no. I don't feel love starved or emotionally immature, but it makes me feel like a push-over. I know it's wrong, but there seems to be nothing I can do about it."

Question on sex: "How to prevent conception."

35. D.F. *Class discussion*: "The emotional side of dating and marriage. Why you feel the way you do, and what to do about it. Prepare them for situations which they might meet."
46. E. See 46 under "Concern Regarding How to Control a Boy in Sex-Dating Behavior."

Fear of a Break in the Dating Relationship

Four girls (9 percent) indicated concern about losing the boy each was going with by attempting to regulate his behavior. A girl (44) said that she would like to know how to tell a boy she didn't want to hear profanity without making him mad. Two others (33, 43) asked how a girl can keep a boy happy and yet not let him go too far.

There is little doubt that some boys push girls toward coitus by threatening severance of the relationship. If the girl is particularly interested in maintaining the relationship for one reason or another, she is open to exploitation. One of the married girls in the class reported to the investigator that in one week, two girls had come to her for advice in how to handle a situation where the steady boy friend had demanded coitus or he would find another girl who would have coitus.

Another girl (36) indicated the conflict between popularity and standards of conduct. She said that she wanted to be liked by the popular boys in the school but they had the reputation of being fast. The more conservative boys were regarded as "squares." It seems that in this particular class, drinking, petting, and smoking were indulged in by the class leaders, creating conflict for those who desired popularity yet wanted to hold to conventional standards of behavior.

33. D.F. *Problem with opposite sex*: "Keeping them happy without letting them go too far."
36. G.S. *Problem with opposite sex*: "Knowing whether they really like me. I can never tell whether a boy likes me or not. A lot of boys go with girls because they are fast and drink and smoke. I am not that kind of girl, but I have gone out with that type of boy, though I don't enjoy it. Most of the boys I like best and seem to like me are considered the squares of the school. I want to be popular and I want to be liked by the popular boys, but I haven't a knack for getting along with them, and I wish I could."
42. D.F. *Question on sex*: "How can one let a boy know on a date that she doesn't 'pet' without making him mad in case he tries to 'pet'?"
44. N.D. See 44 under "Concern Regarding How to Control a Boy in Sex-Dating Behavior."

Concern Indicated by Questions Asked About Sex

A variety of concerns not yet mentioned were indicated by some responses to the question regarding sex. Three girls (30, 43, 46) asked about the role of the wife as a sex partner in marriage. Two others (4, 17) wanted information about reproduction. Another two girls (32, 37)

wanted information about contraception. One girl (47) who was not dating asked how she could overcome fear of sex, while a second (13) wanted to know more about body functions, but expressed concern that the discussion would include an expression of the attitude that sex was "nasty and dirty." One girl (29) simply wanted to know what "sex" was. Another (26) felt that she had all her questions answered except how one could have twins. Only one girl (28) asked a question that apparently related to something other than sex. Her concern was whether or not a young couple needed money to marry.

4. M. "I would like to know more about reproduction, because there are a lot of things I don't understand about it."
13. G.S. "Learn about functions of the body, but never that people regard that as being nasty and dirty."
17. M. "I would like to know more about reproduction."
26. M. "How can you have twins on purpose? Nothing else confuses me."
28. G.S. "People say you have to be financially well off, but sometimes I feel you don't if you love someone enough to work hard with him. Am I mistaken?"
29. D.F. "What is it?"
30. D.F. "The role and part of a wife as a sexual partner. (Should she consent all the time even if she doesn't feel as emotionally keen as her husband at the time?) Is it better to share sexual relationships when both partners are keen, or when one alone wants it?"
32. D.F. "How to prevent conceptions."
37. G.S. "I would like to know more about contraceptives."
43. G.S. "What is sexual adjustment in marriage?"
46. E. "Because I am engaged, I would like to know all I can about sex in marriage."
47. N.D. "How can we overcome the feeling of fear about sex?"

Concern Regarding Restrictive Parents

It is significant that only one girl (25) indicated strict control on the part of one or both parents regarding her courting relationships. She said that her problem was that her father would not allow her to date so she was forced to meet boys where her parents would not find out about her dating.

25. D.F. *Problem with opposite sex*: "My father doesn't allow me to date so when I date I have to meet him some place else."

Concern Regarding Retarded Heterosexual Relationships

It is a well known fact to all those dealing with adolescents that many of them are concerned largely not with courting behavior but with how to establish any kind of

dating pattern. These young people have never dated or have dated so infrequently that they still feel most uncomfortable with the opposite sex.

Eight (17 percent) of the girls seemed to fall into this category. Five (1, 14, 16, 44, 47) said they were not dating and all but one (16) expressed concern about their status in one way or another. This girl's only comment was that dating should be kept in good taste. The other three (10, 15, 45), although stating that they were "dating the field," indicated by their comments that they were in an early stage of dating.

The feeling that they were not acceptable as dates was expressed by two girls (14, 44), whereas a third said that she could not find a boy who liked her and whom she liked (47). From another comment this same girl showed possible insight concerning her problem by asking how she might overcome her fear of sex. Another girl (45) said that boys treated her more as a sister than as a date and that she regarded this as her biggest problem with the opposite sex. The problem of feeling shy and not being able to think of anything to say was expressed by two girls (1, 15). Thus, although for some their concern is keeping a boy in line, for others the concern is that the boys show no interest in them at all.

1. N.D. *Problem with opposite sex*: "When I first meet them, I believe one of my biggest problems is trying to think of something to say. To tell the truth—I don't believe in 'parking', at least not until you have had a few dates. I know that everyone thinks I'm 'square', but that's just the way I am. Maybe I'm old fashioned, but I think it's silly for 8th graders and freshmen to go steady. I hope I've answered this question O.K."
10. D.F. This student made no comment except to say that parents should talk over problems concerning the opposite sex with their children. She seldom dated.
14. N.D. *Problem with opposite sex*: "I don't think they think about me one way or the other. I am all right as a classmate, but as a date absolutely not. I can't seem to talk with them very well."
15. D.F. *Problem with opposite sex*: "I'm shy when I first meet a boy or man, but after talking about the weather or his favorite sport, I lose some of my shyness."
16. N.D. *Class discussion*: "Well, I think they should tell the students to keep their dating in good social taste. Tell them that marriage should be taken more seriously than it sometimes is."
44. N.D. *Problem with opposite sex*: "I don't attract them. How to talk to boys without boring them."
Parents' help: "They could talk to you free of embarrassment. In this way a person will not feel that sex is a dirty word."
45. D.F. *Problem with opposite sex*: "Boys treat me more as a sister than someone they want to date."
47. N.D. *Problem with opposite sex*: "Not finding a boy who really likes me and whom I really like."

Concern Regarding Advanced Heterosexual Relationships

In a sense most of the concerns other than those of the retarded heterosexual category fall into this group. And, as indicated previously, 26 percent were either engaged or married and another 30 percent were going steady. Many of those dating the field had gone steady previously, and, as their comments indicated, had had enough sex-courting experience to indicate concerns of one kind or another.

Most of the concerns here are opposite to those in the retarded category. Two girls (20, 30) seemed to feel that their biggest problem was their popularity. Each reported that the boys they went with were constantly pressing them to get married. Two others (21, 29) mentioned the problem of differential maturity of boys and girls. Both were dating high school students. The first said that she became bored very easily with the boys she went with and that this led her into difficulty in an attempt to find excitement. The second girl seemed to attribute to boys' immaturity her loss of interest after a short time. This immaturity on the part of boys the same age as the girls is quite evidently one of the major factors in the large number seeking older boys no longer in high school.

Another girl (22) reported the problem of becoming bored as a result of seeing her steady boy friend too often with nothing for them to do.

20. G.S. *Problem with opposite sex*: "The boys that I date would like to get married all the time, and I don't want to get married right now."
21. G.S. *Problem with opposite sex*: "I very easily get bored with the boys I go out with, and this leads to trying to find something exciting to do, such as drinking, driving fast in cars and on motorcycles, and having fun by leading a boy on, and then saying no. This isn't fun for a boy and isn't what should be done at all. My problem is to find someone who understands me, and someone I do not get tired of after a few dates."
22. G.S. *Problem with opposite sex*: "We see each other too often and thus become quarrelsome. (Neither of us has a car so there isn't much to do in the line of entertainment.) We become bored watching T.V. five nights a week, and usually end the evening with a quarrel."
29. D.F. *Problem with opposite sex*: "I am too much of a perfectionist and do not like to date one boy for too long—I lose interest and find too much fault with him. Many boys my age are more immature than I—a fact which causes conflict."
30. D.F. *Problem with opposite sex*: "I love to go out with many different guys, to have fun with them all, and to think of them as individuals. I will go out with someone and it is quite nice; we're having a wonderful time; but as soon as one of my other dates sees us, jealousy arises, because he doesn't think it's possible to have a good time with anyone else. The problem arises that many of the guys

I have dated two or three times want to get married. I am always in the center of arguments as to whose girl I am. I want to date for fun and experience, but the fellows get serious too fast."

Discussion

All of the senior girls (47) present the day of the survey was made answered one or more of four questions requiring written comments concerning problems of a sex-courting nature. Eight (17 percent) of the girls indicated by their comments that they were in an early stage of sex-courting relationships and their major problem was feeling comfortable with a boy on a social level. These girls had probably not gone beyond a hand-holding stage and gave no evidence of problems with boys involving sex. One other girl, who said she was engaged, did not mention sex specifically in any of her comments. Her major concern was how a girl should act and dress and be good company for a boy. The remaining 38 (81 percent) indicated some understanding of the problems involved in sex-courting behavior. Of this group only four indicated that it had never been a problem for them, and in each case the reason given for lack of difficulty was, at least in part, frank and open discussions with parents. The following comments were made:

15. D.F. *Question on sex*: "I don't have a question to ask because my mother has answered everything I wanted to know."
24. M. *Problem with opposite sex*: "I never had any trouble with the opposite sex, because they all knew just how I felt about having relationships before a couple was ever married. Actually, I never had any trouble with a boy."
Question on sex: "I don't have any questions to be answered because I have always been able to ask my mother, and she would tell me."
30. D.F. *Parents' help*: "Answer all questions honestly and without inhibitions. I also think that the father should talk to the daughter alone and tell her just how a guy acts on a date. A girl usually wants to have fun, but most guys want all they can get. I am very glad that my father talked to me as he did, for problems and emotions have arisen many times on dates, and because of him and the way he has talked to me, my date and I have always been able to work things out."
40. D.F. *Problem with opposite sex*: "I don't have any trouble with the opposite sex. I like to go out for fun; therefore, I choose my dates with this in mind, and if I know I won't have a good time with a boy, I refuse the date."
Class discussion: "I think every step of pregnancy should be discussed in a class of this kind because a lot of girls can't get this from their mothers."
Parents' help: "Parents can help their children concerning problems with the opposite sex by talking them over in a frank, open discussion. If more parents would do this, children would be more inclined to tell their parents their problems."

Question on sex: "I don't have any questions that have not been answered on this subject. My family has given me the facts along with our family doctor."

An analysis of the the written comments indicated that of those who had had dating experience, 90 percent (72 percent of the total girls in the senior class) had concerns regarding sex-dating relationships.

Two major area of concern were expressed. Thirty-eight percent of the total class of senior girls made comments that indicated concern with proper sex-dating behavior. Since dating and courting standards are no longer clearly defined by society, confusion as to "how far to go" can be expected to be a frequently stated concern. The comments of the students indicate that, near the time of graduation in their senior year, most of these girls still had not arrived at standards that gave them sufficient confidence to let these guide their behavior. Supporting this conclusion are comments by 38 percent indicating concern regarding how to handle the sex aggression of a boy during dating and courtship. The majority of the girls seemed to indicate they would like to hold the line in terms of petting and coitus, but their comments indicate three factors making this difficult. One is the fear that if one refuses sex play the boy may break off the relationship and find a girl who will. Another is the fact that 13 percent of the girls indicated that they had difficulty controlling themselves in the sex-dating relationship. As negative conditioning for girls regarding sex becomes weaker and as the intensity of the sex-dating relationship becomes greater with steady dating, it may be expected that it will become more difficult for girls to resist the pleasures of sex play and coitus. The third factor is the lack of counseling help from parents in dealing with problems of a sex-dating nature.

Thirty-five percent of the girls did report that they had received sex information from their mothers, but in most cases this would probably be of little aid in regard to helping the girls understand and cope with sex from the standpoint of the boy she was dating. The father, who might be expected to be of the greatest help in this regard, was mentioned by only one girl as a source of sex information. Probably at no time in their adolescent development were the majority of these girls given the opportunity, either in school or at home, to discuss the differential makeup of men and women from a psychosexual standpoint. Yet an understanding of these differences is an unquestionable asset in dating and courting, in the marital relationship, and for general mental health.

This study indicates that a majority of the girls in the sample were involved sexually with boys in at least a petting relationship. The boys they dated were generally older and more advanced in their sex-dating development. Most of the girls indicated that they were ill prepared to understand and meet the sex demands of the boys they dated.

GROUP DYNAMICS, THE SCHOOL AND DELINQUENCY*

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A single factorial cause of Juvenile Delinquency is, in relationship to man's present knowledge of himself, unknown. Causation is multiple; it is most complex due to the single individual reacting to selected bits of his environment. And, for the most part, the reasons for the reaction remain unknown. The writer, in seeking to ascertain a better understanding of this complexity of relationships, decided to investigate, on a high school level, the effect of group dynamics on the behavior of certain students who had appeared before a Juvenile Judge one or two times, and who were considered trouble makers by the school administration and the public, but who were not classified as incorrigible.

Charles W. Slack, in seeking to understand Delinquency, began a 'new approach' in January of 1959. He attempted to find out the relationship between "The Experimenter-Subject Role Technique" and delinquency.¹ The problem incorporated twenty-five boys known to the court, between ages of fifteen and twenty-two. Unlike the writer's project, Dr. Slack's experiment did not encompass group dynamics, but rather it incorporated the technique of having the boys talk about themselves into a tape recorder, and the offering to them of a job which had a small remuneration connected with it. The purpose of the procedure was to explore the relationship of those factors to the diminution of delinquent behavior on the part of each participant.

Research Procedure

The writer was approached regarding the problem of deviant behavior among certain high school students with the idea that a plan might be worked out which would assist these youngsters in developing a better understand-

ing of themselves. The approach decided upon centered around the possibility of creating a course in Group Dynamics within the framework of the high school which would assist the student not only in better understanding himself, but also assist him in partially answering the question, "Who am I?" In other words, the research demonstration procedure was dedicated to the studying of the relationship between group dynamics and the development of self perception. It was believed that a small group,² the members of which had gotten a distorted view of themselves and the larger environment, would be a proper starting point for a re-evaluation of the status of the members of the larger society (student body). It was further believed that the small group concept would lend itself more readily to increased communication among the members of the group regarding such concepts as recognition, acceptance, and value judgments. It was believed that the role of the teacher would be significant in the presentation of positive factors between the internal and external reality of the members of the class, and that of the larger student body. It was assumed that the interaction³ of the various members of the group with the teacher would be an effective instrument for behavioral change on the part of the class as a whole. It was on this specific point that the writer believed the research demonstration would prove itself or fail in the desired goal of prevention.

Dr. Slack, previous to January, 1958, had been conducting some long-term fantasy experiments at Harvard University. The subjects came to his laboratory several times a week to talk about their dreams which were tape recorded. The experimenter noticed that several of the 'subject delinquents' developed a close relationship with him and that their attendance became regular. The number of crimes committed by them apparently decreased. Subsequently, a project was designed called, "The Experimenter-Subject Role in Total Treatment of Delinquents," to explore this effect.

*This research was supported by a grant from the Oregon System of Higher Education. The Medford System of Secondary Education gave the writer a grant for the continuation of this study for the academic year of 1959-60. The writer has benefited from the suggestions of Dr. Arthur Carfagni, Consultant Psychiatrist for the San Mateo Probation Department, Belmont, California, and others. The author alone is responsible for any controversial opinion which may exist in this manuscript.

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¹ The writer will compare his analysis of Delinquency, based upon Group Dynamics, with that of Charles W. Slack of Harvard University. Dr. Slack's project, which began in January of 1958, is entitled, "The Experimenter-Subject Role in Total Treatment of Delinquency."

² L. Bradford and Ronald Lippitt, "Role Playing in Supervisory Training," *Personnel*, 22 (1, July, 1946), pp. 13-14.

³ Kurt Lewin, "Forces Behind Food Habits and Methods of Change," *Bulletin of the National Research Council*, number 108, (October, 1943), pp. 35-65.

RESEARCH ON YOUNG MARRIAGE: IMPLICATIONS FOR FAMILY LIFE EDUCATION*

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During the past five years a small, yet growing body of research related to youthful marriage has appeared, but these data are scattered in the literature. The purpose of the present discussion is three-fold: (1) to attempt to summarize and integrate these research findings on young marriage; (2) to report some previously unpublished data; and (3) to indicate some of the implications of these findings for family life education. Research data are organized under several topics; some general implications are presented separately. The first task is to define what is meant by youthful marriage.

Definition of Youthful Marriage

Legal ages of marriage without parental consent, commonly 21 for males and 18 for females, have generally not been used as research definitions of youthful marriage. Landis and Landis used 19 or less of one or both parties at the time of marriage for defining the youngest levels in their study of relations between age of marriage and divorce rates.¹ The same cutting point was used by Sahinkaya and Cannon (36) in their study of the effect of war upon early marriage. Moss and Gingles (32) defined early marriage as those occurring before the bride reached her nineteenth birthday. The definition used by the research center on family development in Kansas City included females under 18 and males under 20 years of age (38). Burchinal (1) studied only girls who married before the time of their high school graduation and, as it happened, the oldest bride was 18 years of age. Martinson's research (29, 30) was not specifically designed to measure correlates of youthful marriage: His interest was in testing the hypothesis that persons who married within a short time

after high school graduation "demonstrated greater feelings of ego deficiency" than persons who remained single. Consequently, he did not use a specified age as a criterion.

Lack of consistency in definition of young marriage should not be surprising since all definitions of this phenomenon must be arbitrary. However, the lack of consistency creates serious problems when an attempt is made to summarize and integrate research findings about a phenomenon which is defined in just about as many ways as it has been studied. An obvious solution, the one followed here, is to ignore the variations and definitions of marriage and to present findings of the available research. This simple solution is not as disconcerting as it might appear, for virtually all data referred to in this discussion, with the exception of the brace of studies by Martinson, are for brides who were 18 years or less. Marriages among students at the college level are cited in the popular articles along with younger marriages, but these references are not included as sources of data in the present discussion. Therefore, in this discussion the term youthful marriage will be used to refer to those including one or both parties who have not yet reached their nineteenth birthday.

Youthful Marriage Rates

Two sources of data are available for assessing rates of youthful marriage. These are the census enumerations and the yearly estimates derived from the current population special reports. Marriage rates by single years of age as shown in Table 1 can be calculated from the census data, but these are available only for 10-year intervals.

Among females, the non-white marriage rates were higher than the white marriage rates at all age levels and for each year. The large increase in non-white female marriage rates occurred between 1910 and 1920. A slight rise continued to 1930 followed by some moderation and a slight rise between 1940 and 1950. For each age level, the non-white female marriage rates for 1950 were just slightly less than those for 1930.

The effects of the decade following 1910 are also observable for marriage rates of white females. Marriage rates rose between 1910 and 1920, generally moderated slightly between 1920 and 1940, but, with the exception of the

* Journal Paper No. J-3891 of the Iowa Agricultural and Home Economics Experiment Station, Ames, Iowa, Project No. 1370, Center for Agricultural and Economic Adjustment cooperating.

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¹ Since all of the research references having a direct focus on youthful marriage are included in the annotated bibliography, these references are referred to by the numbers in parentheses in order to simplify reference procedures. Other related reports, not included in the annotated bibliography, are cited in the customary footnote style. See Judson T. Landis and Mary G. Landis, *Building A Successful Marriage*, (2nd edition), Englewood Cliffs, New Jersey: Prentice-Hall, 1958, p. 156.

ers whenever possible in connection with its showing to adult groups. For Oregon teachers it will be available like the other Brown Trust films with no scheduling problems whatsoever. Any teacher may have a print whenever it is wanted—and collect telephone calls to film the book will be accepted by the Trust from anywhere in the State.²

Outside Oregon, the film will be available on a sale

basis only—as are the other Brown Trust films. The price has not yet been firmly established but it will be approximately \$200.

² Prints of the film for Oregon use, and preview or approval prints outside Oregon, will be available not later than January, 1961, and arrangements for showings may be made now by communicating with E. C. Brown Trust, 220 S.W. Alder Street, Portland, 4, Oregon (Tel. CApitol 2-3545).

WHITE HOUSE RECOMMENDATIONS ON THE FAMILY (CON'T.)

EDITOR'S NOTE: See Volume VIII (4, June, 1960) pp. 70-80 for a list of other recommendations on the family developed at the 1960 White House Conference on Children and Youth.

Family and Adult Responsibility

That each family, as the primary source for transmitting ethical principles, develop cooperatively a positive code of conduct—taking into consideration the U.S. Constitution, historic decisions of the Supreme Court, the Bible, opinions of religious and national leaders, and the standards of the family church—to guide its members toward social growth and spiritual, emotional, physical, and mental development.

That wherever possible, the church, school, and other community agencies involving youth, work out cooperatively a balanced program, supplementing the family unit and planning their activities to minimize competition for the time of children and youth.

That youth and parents be assisted to prepare cooperatively, and to disseminate, parent-youth guides, embodying principles approved by the majority of parents and youth, to serve as guideposts to social behavior.

That PTA's, churches and community groups promote parent education programs and group counseling to assist young adults in their responsibility as teachers of the spiritual, moral, and ethical values of their children.

That youth be assured by adult example of a system of definite moral and spiritual values based on religious faith, the dignity of man, and the established laws of society.

That adults in the home, school, and community exemplify the moral and spiritual values for slow-learning children.

That special measures be taken to remind adults continuously of their role in exemplifying values for children.

That those working with youth operate democratically

so that youth will learn the principles and practices of democracy through participation as well as by precept.

Law and Law Enforcement

Marriage, Divorce, and Family Relations. That existing laws affecting marriage and divorce be thoroughly viewed and adjusted to foster stability in American family life.

That all States work toward uniform marriage and divorce laws; specifically, that the States have uniform marriage laws requiring: a minimum age of consent of 18 for females and 21 for males, a mandatory waiting period of not less than 2 weeks, or a waiting period of 3 to 5 days.

That the laws governing divorce, separation, annulment and desertion be clarified and strengthened. *Minority Report:* "Rather than tighten existing laws, it is preferable that there be nationally uniform divorce laws. Some State statutes may be too lax, as for example, Nevada; others are already too strict, as for example, New York."

That family relations courts be established in all States where they do not now exist; that they be staffed with competent social workers, psychologists, and marriage counselors and be provided with other community resources for diagnostic evaluation and treatment as needed; and that a mandatory "cooling off" period with competent professional counseling be part of divorce and separation procedure involving children.

That schools of law include in their curricula courses in family and juvenile law.

Illegitimacy: That each State require reporting of illegitimate births to the State welfare department, in order to insure necessary services to the mother and planning for the best interests of the child.

That every State prohibit by law the recording of illegitimacy of birth certificates; and that until such law becomes effective, notations of illegitimacy be kept confidential.

15 year olds, showed considerable increases between 1940 and 1950.

Marriage rates of non-white males were higher than among white males at all age levels and for all years with the exception of the ages 15 and 16 in 1950. Non-white male rates rose between 1910 and 1920, declined between 1920 and 1930, either remained stable or showed a slight rise between 1930 and 1940, and with the exception of the 16 year olds, showed slight rises between 1940 and 1950.

The increases in marriage rates between 1910 and 1920 were observable for white males also, followed by the decline in the next decade, a relatively stable pattern between 1930 and 1940, and considerable increases between 1940 and 1950.

TABLE 1

PERCENT OF ANY AGE LEVEL AMONG THE MARRIED POPULATION WHO WERE OF THE MARRIED STATUS DURING THE GIVEN YEAR BY RACE AND SEX GROUPS*

Age	Females					Nonwhite				
	White									
	1910	1920	1930	1940	1950	1910	1920	1930	1940	1950
15	1.1	1.3	1.1	1.0	1.0	2.1	2.7	2.9	2.6	2.8
16	3.4	3.8	3.9	3.4	5.6	6.6	7.8	8.8	7.6	8.1
17	8.1	9.1	9.1	8.0	12.7	13.0	17.9	18.7	16.4	17.3
18	15.9	17.9	17.7	16.2	23.2	24.4	32.2	32.7	28.9	29.3
Age	Males					Nonwhite				
	White									
	1910	1920	1930	1940	1950	1910	1920	1930	1940	1950
15	0.1	0.2	0.1	0.1	0.6	0.1	0.3	0.2	0.3	0.4
16	0.1	0.3	0.2	0.3	0.6	0.2	0.6	0.4	0.6	0.4
17	0.3	0.8	0.6	0.6	1.2	0.9	1.6	1.4	1.4	1.8
18	1.2	2.4	1.9	1.9	3.4	3.0	5.3	4.2	4.2	4.8

* Adapted from Bureau of Census Population Characteristics, for the respective years.

The rise in youthful marriage rates in the 1940 to 1950 decade was limited largely to the white population of the United States. In the absence of the 1960 census data, the current population special reports must be used to establish trends in the current decade. Marriage rates for the two young age groupings included in the special reports, ages 14 to 17 and 18 and 19, are listed in Table 2 for the United States civil population for 1940, 1950 and selected years since 1950.

It appears that there have been no marked increases in youthful marriage rates during the present decade. Marriage rates for the 14 to 17 year old male or female categories have declined slightly; marriage rates in the 18 and 19 age categories have increased slightly. The increases in the 18 and 19 year old marriage rates for both sex groups and the decline in rates among the 14 and 17 year old females probably are significant changes apart from sampling errors. However, the inclusion of 14 and 15 year olds in the determination of the 14 and 17 year old marriage rates has probably contributed to an underestimation of youthful marriage rates. This is because marriages rarely occur at these ages yet these age levels are constantly expanding due to the increasing birth rates.

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While final clarification must wait for the 1960 census data, it is probably safe to infer that young marriage rates have shown little change during the past decade apart from the impact of the Korean War (36).

TABLE 2

MARITAL STATUS BY AGE AND SEX FOR THE UNITED STATES CIVILIAN POPULATION FOR SELECTED YEARS*

Years	Males		Females	
	14 to 17	18 and 19	14 to 17	18 and 19
1940	0.3	3.6	3.5	21.7
1950	0.3	7.3	5.9	31.6
1952	0.9	9.7	5.4	31.1
1954	0.4	7.6	4.8	29.4
1956	0.3	8.2	6.1	32.9
1959	0.2	8.3	4.2	33.7

* Adapted from Bureau of Census, *Current Population Reports, Population Characteristics*, Series P-20, Numbers 44, 56, 72, and 96.

Data are available from several studies of marriage rates among high school populations. Ivins (23) found that 3.3 percent of the sophomore girls, 4.2 percent of the junior girls and 8.1 percent of the senior girls in a non-random sample of New Mexico high schools were married during the 1952-53 school year. Rates for boys in the three class levels are 0.3, 0.8, and 2.0, respectively. A follow-up study five years later (24) showed that the overall marriage rate in 1957-58 for grades seven through 12, 1.3 percent, was slightly below that of the comparable rate in 1952-53, which was 1.5 percent. Landis (27) reported that 2.4 percent of the sophomore girls, 4.0 percent of the junior girls and 5.7 percent of the senior girls in the California schools in his sample were married. Lower marriage rates have been reported for two Midwestern states. Cavan and Beling (14) found that marriage rates by class levels for high school girls in a nonrandom sample of Illinois schools were 1.4, 1.8 and 4.1, respectively; for boys the rates were 0.1, 2.0 and 0.7, respectively. Burchinal (9) has reported marriage rates for an 80 percent sample of Iowa high schools; sophomore girls 1.0, junior girls 1.8, and senior girls 2.1; sophomore boys 0.1, junior boys 0.3 and senior boys 0.8.

These data are instructive in obtaining a realistic perspective of youthful marriage. Youthful marriage rates among the white population are greater than pre-World War II, but have probably remained relatively stable during the past decade. Only a small proportion of high school age students are married. The increase in marriage rates during the past decade, and probable future increases, involve a post high school age group, the 18 and 19 year olds.

Why the Youthful Marriage Rates?

Numerous conditions are advanced to explain the higher rates among youth today compared to the pre-World War II period. Among factors alleged to be involved in youthful marriages are the following (10, 15, 17, 21, 27, 33, 34, 38) :

(1) A reflection of the insecurity of our times and the need of young people to find someone from whom they can have unquestionable loyalty, affection and warmth.

(2) A reflection of the pursuit of the personal happiness in which marriage and the acceptance of family obligations are not seen as burdens, but as providing for immediate satisfactions.

(3) Encouragement from the contemporary romantic and glamorous image of marriage and unrealistic over-evaluation of marriage.

(4) The band-wagon effect; one marriage contributes to another and soon "everybody is doing it."

(5) The impact of World War II, the Korean War and the continuation of the draft in fostering and sustaining youthful marriages.

(6) The reduction of the economic risk in marriage as a result of current prosperity, employment of wives, parental contributions, and occupational fringe benefits including health and hospitalization plans.

(7) Acceleration of the adult status as reflected in advanced levels of heterosexual behavior at younger years: earlier dating and going steady, more serious dating relations at younger years within our cultural tradition of youthful control of the mate selection system.

(8) Stimulation of sexual drives by sex appeals and the intense physical expression of love in our mass media leading to difficulties in handling sexual arousal and increased "forced" marriages as the result of the inability or unwillingness to postpone sexual gratification until after marriage.

(10) An escape from unhappy home, school or community situation. The parent youth tension idea is prominent in this explanation.

These ten "explanations" overlap one another, vary in levels of generality and in degrees of demonstrability. At present, there is no basis for determining the relative importance of these conditions, either singly or jointly, for sustaining current rates of youthful marriage; but some order can be established on the basis of two criteria: (1) the amount of research available which supports the association of the set of factors with youthful marriages; and (2) the degree to which family life education programs can expect to modify the association of these conditions with youthful marriage rates.

The first two conditions, insecurity of our times and the pursuit of the cult of personal happiness, have only "face-validity." It is difficult to formulate measures whereby these conditions could be empirically tested for their influence on youthful marriage rates. To the extent that these conditions are associated with young marriage, and arguments supporting this conclusion must be built upon a long and sometimes tenuous chain of inferences, gen-

eral education programs which aid persons to live with anxiety and socially induced tension are necessary to prepare persons to make marital, educational, occupational or other decisions on the basis of reasonably objective criteria and not on the basis of distortions resulting from personal anxiety.

In a general way, the third factor, encouragement in the contemporary culture, is a motivating force in all marriages, but it may be argued that a disproportionate number of young persons compared with persons who marry in their early or middle 20's reflects an unrealistic, romantic, glamorized image of marriage. For instance, Burchinal found that cross-religious marriage rates, which may be taken as an index of willingness to assume a hazardous set of conditions for marital success, were considerably higher among young brides than among those who were 21 or 22 years of age. In a five-year period, 1953-57, 84 percent of the brides with a Protestant church affiliation who were 16 or younger married Protestant grooms; the percentage increased to 89 percent for brides who were 21 or 22 and then declined to 83 percent for brides who were 30 or older. Only 52 percent of the 16 year old Catholic brides married Catholic grooms; the percentage increased to 83 percent for brides who were 21 or 22 and then declined to 76 percent for Catholic brides who were 30 years of age or older.²

Additional data relative to the unrealistic preparation for marriage on the part of young persons are presented in the section under the stability of young marriages and need not be repeated here. There is sufficient data to establish this condition as one important factor contributing to youthful marriages; but this condition cannot be considered in the absence of some of the other conditions listed such as the escape, emotional difficulty and accelerated heterosexual hypotheses. The educational implications for the unrealistic view toward marriage are obvious and are outlined later.

The "band-wagon" or fad explanation is popular among journalists (31, 37) and school administrators (28). The popularity of this explanation probably lies in the obvious fact that young marriages in any given community are the result of the interaction of numerous conditions and may occur more frequently at one time than another. It is unlikely that the decisions among youth to marry are based only on the perception that "everyone is doing it." Motivating factors are much more complex. Again educa-

² These data are a portion of results forthcoming from a study of patterns of cross-religious marriages and divorces in Iowa, supported in part by Public Health Service research grant M-3401 (A) from the National Institute of Mental Health, Public Health Service. The specific data on ages of brides and cross-religious marriage patterns were presented in a paper at the American Sociological Association meeting, Edgewater Beach Hotel, Chicago, September 4, 1959.

tional programs can be developed to create more "inner-directedness" in decision making regarding marriages.

Some research data support the association of the remaining six conditions and youthful marriage rates. The data presented in Tables 1 and 2 reflect the impact of World Wars I and II and the Korean War on youthful marriage rates. Further confirmation of this association comes from a detailed study of the effect of the Korean War on the early marriage rates in three widely separated states. The authors (36) conclude: "The substantial increase in early marriages occurring between 1949 and 1951 is probably indicative of the effect of war upon early marriage, namely, that war tends to increase early marriage. If so, the effect was felt in all three states and for both sexes." The findings of this investigation include portions of the data included in Table 2 and both indicate that the end of the Korean War failed to be accompanied by a reduction in youthful marriage rates. Other data indicate that marriage rates increase sharply at the beginning of a war, moderate during the war, increase sharply again following demobilization, and then decline in successive years following the end of hostilities.³ Apparently this pattern is not true for current youthful marriage rates. Other factors, including those listed earlier, are apparently operating to sustain youthful marriage rates.

There is considerable data to support the relationship between periods of prosperity, full employment and the diffusion of a relatively high level of living with high marriage rates.⁴ Youthful marriage rates appear to respond in a similar manner. The rates in Tables 1 and 2 support the hypothesis of direct relationships between marriage rates and levels of economic prosperity. Unfortunately, in our recent history the effects of war conditions and the draft, the insecurity of our times and prosperity *per se* cannot be easily separated.

Burchinal (2, 5) and Moss and Gingles (32) found evidence to support the view that low educational and occupational aspiration levels of young brides and of these brides for the men they married, coupled with the availability of employment for young men, are conducive to young marriages. An 18 year old groom interviewed by Burchinal reported that he was making \$45 per week in 1957 when he married a 16 year old girl. He added with obvious pride that a year later, he was making \$55 per week and ended with the challenge: "It's not half as bad as you think; anyone can do it on \$55."

Two brides reflected this view. One summed up her reasons for marriage in this way: "We got married because we wanted to. I guess I wanted to get married more than I

wanted to go back to school. He got a job so we decided not to go back." Another bride reported that she didn't want to go back to school and added: "He got a nice paying job so we decided to get married then."

Obviously, more than economic factors are involved in these decisions. Low aspiration levels, unrealistic views of married life, and probably the influence of other conditions listed in the factors cited earlier are involved in these decisions. The fact that employment opportunities exist, even with low pay scales as viewed from adult middle-class standards, creates some of the necessary conditions for the other motivating factors to be welded together into the decision to marry.

Nebraska and Iowa studies also strongly support the relationship between acceleration to adulthood and youthful marriage. These data are limited to girls. In both studies, the married girls, in contrast to a control group of unmarried girls, had more frequent and serious dating experiences during their earlier high school years prior to marriage. However, these data do not indicate whether young marriage is directly linked to patterns of earlier ages at initial dating, earlier ages for more serious dating or whether the phenomena of advanced heterosexual behavior and associated youthful marriage are both results of a series of other variables or combinations of variables leading to a positive orientation toward youthful marriage based upon gratification of needs related to sexual expression, social recognition, or for giving and receiving affection.

Implications for family life education are clear when the association between the accelerated heterosexual behavior and early marriage is placed in the context of the rates of premarital pregnancy among brides entering youthful marriages or the rising teen-age illegitimacy rates. Ivins reports that pregnancy was not a prime cause of youthful marriages among New Mexico students in the 1952-53 or 1957-58 school years. Pregnancy rates were 7.6 percent in the former period and 15.7 percent in the latter period. These low estimates do not coincide with estimates based on similar non-random samples of students in California or Nebraska schools. Landis reported that between 44 and 56 per cent of the marriages involving two high school students were associated with premarital pregnancy. Moss and Gingles found that 31 percent of young brides in their sample were premaritally pregnant. The husbands of these brides were about five years older than their brides. Burchinal found that about 40 percent of a sample of 60 married high school girls were premaritally pregnant. The premaritally pregnancy estimate for a sample of 740 Iowa high school girls married in 1958 was approximately 57 percent; 87 percent of the high school boys who were reported to have married in that

³ Paul H. Jacobson, *American Marriage and Divorce*, New York: Rinehart and Co., 1959, pp. 24-29.

⁴ *Ibid.*, pp. 23-24.

year were involved in a premarital pregnancy. It is obvious that premarital pregnancy rates are considerably higher when two high school students marry than when a high school girl marries an older man.

The last two factors assumed to be related to early marriage are intimately related to one another. Emotional problems and the motivation to escape from unpleasant home or school situations are probably inseparable. There are research data which support the influence of each of these factors on young marriages.

Non-significant differences were found between the married and control girls in the Nebraska study for the 11 areas included on the Mooney problem check list; but a significant difference in favor of the control girls was observed for the emotionality scale of the Minnesota Personality Scale (32). The lower scores of the married girls indicated that these girls were not as emotionally stable as the control girls. Since there was no significance between the social adjustment scores for the two groups of girls, the greater measured difficulty of the girls who married early must have been related to their personal adjustment.

Martinson (29) reported that the "over-all adjustment of the single girls was decidedly better than that of the married girls" in his sample. All differences in mean scores on the Bell Adjustment Inventory and the California Test of Personality were in favor of a carefully matched group of single girls. A number of the differences were statistically significant. The single girls also made higher grades and participated more actively in school activities. Differences between single and married males were less marked, but among males who married within four years after high school graduation, greater signs of personal and social maladjustment were observed in comparison with males who remained single during that period (30).

Some of the details of the Martinson data also support the "escape" hypothesis. Means on the home adjustment portion on the Bell Inventory and means on the family relations, and community relations portion of the California Test of Personality were all in the favor of the single girls. Similar, though less marked and considerably less reliable statistical differences were reported for the male sample. The Nebraska girls who married young had a statistically significantly lower mean score on the family relations section of the Minnesota Personality Scale than the control girls.

Characteristics of Youthful Marriages

For the most part, young marriages as defined in this discussion include young brides and their slightly older husbands. Jacobson's review of age differentials in mate selection indicates that: "Relatively few boys marry before age 18; those who do tend to select a bride who is

several months their senior. Aside from these teen-age grooms, however, men marry women younger than themselves. . . . The typical bride chooses a mate older than herself and the number of years she is younger than her spouse fluctuates with the period of life in which she marries."⁵ For 15 year old brides, the average groom is 5.5 years older; for 18 year old brides, he is 3.6 years older; the difference is 2.3 years at age 21 and falls to 1.6 years at age 28. The average bride is 2.5 years younger than her groom.

Studies of school age marriages indicate that most of the marriages involve a high school girl: New Mexico studies, 85 and 87 percent; California, 90 percent; Iowa, 82 percent; and Illinois, 88 percent. Eighteen and 19 year old brides also far outnumber grooms of the same age.

Among girls, high school age marriage appears to be concentrated at the junior and senior levels. Only 24 percent of the California brides and 23 percent of the Iowa brides were sophomores. In the former study, 35 percent of the brides were juniors and 41 percent were seniors. Among Iowa brides, 39 percent were juniors and 37 percent were seniors. The majority of high school boys who marry are seniors: 63 percent of the California grooms and 60 percent of the Iowa grooms. Only 10 percent of the California and nine percent of the Iowa grooms were sophomores.

The majority of girls who marry while in school marry an out-of-school male: seven percent of the California girls and 12 percent of the Iowa girls married males who were attending high school. Regardless of their own grade levels, these girls tended to marry senior boys. Landis reported that few California boys married while in high school, but when they did, they tended to marry girls who were still in school. Burchinal found that 64 percent of the Iowa boys married girls who were or had been attending high school. These boys tended to marry girls in the same grade level as themselves.

Premarital pregnancy rates among school age marriages have already been provided. These rates ranged from 31 to 56 percent for all school age marriages and to 87 percent in Iowa for couples in which both parties were high school students. However, these marriages are not elopements. Analyses of marriage record data in Iowa (10) indicated that most weddings involving brides 18 years or younger were conducted in the bride's county of residence and that most brides and grooms lived in the same county. One curious finding resulting from the interviews in Iowa was that the premaritally pregnant brides more frequently had conventional weddings than the other brides (2). Approximately 81 percent of the pregnant brides and only 54 percent of the non-pregnant brides were married in

⁵ *Ibid.*, p. 63.

their home towns, $X^2_c=2.99$, $.05 < P < .10$. Also, 86 percent of the pregnant brides and 80 percent of the non-pregnant brides were married by clergymen, $X^2_c=.662$, $.30 < P < .50$.

Apparently the girls, their families and clergymen accepted the fact of "forced" marriages, if these were generally known, and proceeded with conventional weddings.

In 78 percent of the marriages involving pregnant brides and 74 percent of the marriages involving nonpregnant brides, one or both of the parents of the bride and/or groom and friends or other relatives were present. These data strongly suggest that community norms regarding premarital sexual relations and church sanctioned marriages have changed sufficiently in the past several decades substantially to alter the predicted value of the church weddings for successful marital relations.

Further evidence of the conventional nature of weddings involving young persons is that approximately 92 percent of the marriages involving 18 year old or younger brides were performed by clergymen in Iowa (10). In Kansas City (38), research indicates that 84 percent of the marriages of brides who were 15 to 17 years old and married to grooms who were 16 to 19 years old were performed by clergymen.

Traditionally, lower status persons have married earlier than middle or higher status persons.⁶ Consistent with this generalization, Burchinal (1) found that marriages involving high school girls were more frequent among girls of lower or working class families. Similar results have been reported by Havighurst.⁷ Impressive evidence supporting this conclusion is reported in Table 3. The occupational status distribution of grooms entering primary marriages in Iowa from 1953 through 1957 is shown by ages of brides and grooms.⁸ As the ages of the brides or grooms increased, the proportion of marriages involving high status grooms increased and the proportion of marriages involving lower status grooms decreased.

The Nebraska data (32) are contrary to this trend. Moss and Gingles found that parents of girls who married young and parents of a group of girls who had not married had almost equal levels of education. According to the estimates of girls in the two groups, there was little difference in the abilities of their families to pay for their college expenses. The authors conclude that socio-economic level

⁶ Paul C. Glick, *American Families*, New York: John Wiley and Sons, 1957, pp. 115-120; A. B. Hollingshead, "Selected Characteristics of Classes in a Middle Western Community," *American Sociological Review*, 12 (4, August, 1947), pp. 385-395; and Lloyd Warner and Paul S. Lunt, *The Social Life in a Modern Community*. New Haven: Yale University Press, 1941.

⁷ Unpublished data reported in an address at a conference on The American Family: The Joint Responsibility of Religion and Education, Wartburg College, Waverly, Iowa, October 8 and 9, 1959.

⁸ From the source described in footnote 3.

TABLE 3.
OCCUPATIONAL STATUS DISTRIBUTIONS OF GROOMS
BY AGES OF BRIDES AND GROOMS,
IOWA, WHITE, PRIMARY MARRIAGES (1953-1957)

Occupational Status of Grooms*	Ages of Brides				
	17 or under	18	19-22	23-29	30 or over
N	11,088	15,736	37,019	10,394	2,198
High	26.1	28.8	43.9	51.1	46.1
Middle	19.3	21.5	20.9	24.4	29.2
Low	42.8	36.4	23.9	18.6	22.6
Armed Forces	11.8	13.3	11.3	5.9	2.1
	Ages of Grooms				
	17 or under	18	19-22	23-29	30 or over
N	2,580	4,404	35,951	28,771	4,727
High	34.4	27.7	34.4	45.8	49.2
Middle	16.3	19.6	19.4	24.1	26.6
Low	40.2	38.7	30.2	24.6	22.3
Armed Forces	9.1	14.0	16.0	5.5	1.9

* High occupational status occupations include professionals, managers, farm operators and owners, officials, and proprietors; middle status occupations include clerks, sales, and operatives; and low status occupations include domestics, farm laborers, and other laborers.

was not a factor in the early marriages of this group of girls. The discrepancy between the Nebraska results and general inverse relationship between frequency of youthful marriages and socio-economic level probably resulted from the fact that the Nebraska data were obtained from girls in small towns in Nebraska; no data were obtained from schools in the two largest urban centers of that state. In general, the inverse relationship between frequency of young marriages and the socio-economic levels of the partners must still be considered as valid.

One other factor, cross-religious marriage rates, has already been reported for youthful marriage as compared with marriages of older people.

The foregoing data may be summarized as indicating that:

- (1) Youthful marriages predominantly involve young girls and their slightly older husbands.
- (2) Girls who marry while still in school are generally in their junior or senior grades.
- (3) Between approximately one-third and one-half of all young marriages involve premarital pregnancies.
- (4) Premarital pregnancies are highest among couples in which both parties are still of school age and probably are lower among couples in which one or both parties have graduated from high school.
- (5) Young marriages are not elopements, but reflect the characteristics of conventional weddings.
- (6) And young marriages disproportionately involve persons with lower or working class backgrounds.

School Attendance Policies

Six published studies describing school policies related to attendance of married students in almost as many states are available: Oregon, 1950;⁹ New Mexico, 1952-53 (23)

⁹ Lester A. Kirkendall, "Now It's Marriage in the High School," *Oregon Educational Journal*, (1, September, 1951). This study is based on 27 schools and is not reported here because the findings are based on a small sample and are less comparable with other data.

and 1957-58 (24); California, 1954 (27); Illinois, 1957-58 (14); and Iowa, 1958 (9). *The Nation's Schools* has reported results of voluntary responses of school administrators to questions involving attendance of married students (28). In addition, farm parents' attitudes toward school policies relating to attendance of married students have been obtained by *Wallace's Farmer*.¹⁰

Integration of these data is difficult because of sample and substantive differences among the studies. In his first study, Ivins obtained cooperation from about 57 percent of the 132 schools in New Mexico exclusive of the Albuquerque system; 65 schools were included in the following investigation in New Mexico; in California, Landis obtained policy data from 61 percent of the 469 schools sent questionnaires; the Cavan and Beling data came from 84 Illinois schools, a 58 percent sample of the 145 schools in cities with populations of 10,000 or more persons; Burchinal obtained cooperation from 81 percent of the public and 60 percent of the Catholic schools in Iowa. Ivins, Landis and Burchinal reported less cooperation from large city schools than from schools in rural areas or small towns. This sample bias probably is critical for generalizing results of school policy studies. In Iowa, Burchinal found that the larger school systems more frequently had explicitly stated and generally more permissive policies than smaller school systems.

A further limitation of the available data is that policies are generally reported for all students and not specifically for married males, married non-pregnant females and married pregnant females. Only the Iowa data are reported separately by these separate categories. Furthermore, findings differ considerably in their degree of elaborateness: Landis reported the frequency of specific responses to policy questions even though frequently more than one response may have been provided by school administrators; Burchinal asked questions in such a way as to obtain only one response among alternatives and then combined responses into several categories. Besides these methodological and interstudy differences, another limitation must be considered. All present studies of school policies for attendance of married students have used a mailed questionnaire. Some discrepancies probably exist between reported practices and actual practices in concrete situations involving married students. Very likely, these discrepancies, where they exist, are in the direction of reporting less discriminating practices than are informally followed.

Since the present data are meager, these methodological and substantive limitations can only be mentioned and, to the extent possible, the results of the various studies are integrated to provide a basis for drawing inferences about

current knowledge of school policies and their implications for family life education.

There appears to be a growing awareness among school administrators and school boards of the need to formulate explicit school policy regarding the attendance of married students. Ivins (23) reported that 22 of the 59 schools surveyed in New Mexico in 1953 had fixed, published policies for dealing with student marriages; in 1958, 40 of the schools had published policies (24). Burchinal (9) found that only 28 percent of the public schools and 62 percent of the Catholic schools in Iowa in 1958 had explicit policies relating to attendance of married students. Only 5 percent of the public schools had formulated their policies prior to 1950, while 67 percent of the Catholic schools had done so. On the other hand, 64 percent of the public schools had adopted policies since 1956. Very likely more public schools will adopt explicit policy statements. Almost all policies adopted by Iowa public schools were the results of school board actions. Family life specialists should be able to assist school boards in developing constructive policies. This idea is elaborated in the implications sections of this paper.

Several inferences may be drawn from the details of the half dozen studies reported on policies related to married students:

(1) There is considerable confusion regarding policies for attendance of married students. A wide variety of discriminatory and some constructive school policies exist. The variety of policies observed within any one of the states and the range of policies among schools in the several states in which studies have been conducted support this conclusion. It seems that the model set of policies is to treat married students in the same manner as the other students. The second most frequent set of policies reflects discriminatory or punitive motivations. Constructive policies are far less frequently reported.

(2) School administrators generally perceive marriages among high school aged persons as presenting the school with one or more problems. Ivins found that 41 of the 75 administrators he asked considered student marriages as a problem; Landis reported that 178 of the 286 principals in California considered married students as a problem; and Cavan and Beling observed that in 52 of the 84 Illinois schools they surveyed, married students were considered to be a problem by the administrators.

Specific alleged problems arising from the attendance of married students have been described by Landis and Ivins. The results of these two studies are in general agreement. In an approximate rank order of the frequency with which they were cited, various "problems" attributed to married students included: (1) discussion of marital sexual experience by married students with unmarried students;

¹⁰ *Wallace's Farmer*, 85 (June 4, 1960), pp. 18-19.

(2) irregular attendance, loss of interest in school, and subsequent drop-outs; (3) bad influence on the other students—not specified; (4) pregnancy; (5) encouragement of other students to marry; (6) expectation of special privileges; and (7) creation of criticism from parents of other students.

Data are presented later which suggest that the presence of married students in schools does little to encourage other students to marry. Otherwise, sufficient data are not available either to support or refute the alleged problems created by married students in schools. Some data presented by Burchinal (9) suggests that when married students are permitted to attend school and when the married students decide to attempt to continue their education after marriage they tend to remain in school. In Iowa, 85 percent of the non-pregnant married girls and 92 percent of the married boys who had not withdrawn from school at the time of their marriages had remained in school up to the time of the survey. These findings suggest that these married students look upon completion of their education as a serious objective and probably do not create the problems attributed to them by some administrators. If the results of the studies of the campus behavior and academic achievement of married college students can be generalized to the population of married high school students who wish to complete their high school education, the problem-orientation of administrators toward attendance of married students would receive little support.

(3) Despite the fact that married students were generally considered as presenting problems only a minority of the schools apparently followed practices which had the effect of removing from school students who marry, either for temporary or permanent periods. Percentages of schools which expelled, suspended or encouraged married students to withdraw in the earlier and later New Mexico studies were 29 percent and 25 percent; in California, 26 percent; in Illinois, 32 percent; and in Iowa, 23 percent for non-pregnant married girls, 15 percent for married boys and 50 percent for pregnant married girls. The California estimate was based upon combination of all the itemized responses which might have the effect of leading to expulsion or suspension. *The Nation's School* report also supported the contention that only a minority of schools imposed policies leading to the termination of the education of married students. About 78 percent of the voluntary responses endorsed the views that married male and female students should be permitted to attend school; 16 percent would not permit either to attend; five percent favored only the attendance of husbands; and two percent favored the attendance of wives only.

The relative acceptance of married students in school despite the negative evaluation of these marriages can also

be inferred from some of the data reported by Landis, Cavan and Beling, and Burchinal. The single largest category in responses in the Landis study of school policies, 142 of 286, was "do not take any particular action in regard to students who married." Another 76 responses indicated that married students were encouraged to continue in school. Cavan and Beling found that 52 of the 74 schools in their sample did not take any particular action, or permitted attendance of married students as long as their conduct was above reproach and the girl was not pregnant. Burchinal observed that 50 percent of the Iowa schools reported married boys were encouraged to continue their education. This was also the policy regarding non-pregnant females in 39 percent of the Iowa public schools.

However, the negative attitudes toward school age marriages were apparent in the restrictions imposed upon married students in some schools. In 1957-58, Ivins found that 42 percent of the 41 New Mexico schools which permitted married students to attend school imposed conditions upon attendance. Fifty-one percent of the specific policies reported by Landis, such as probationary status, exclusion from offices or school parties, included limitations on the school activities of married students. Cavan and Beling reported that 51 percent of the 57 Illinois schools which permitted married students to attend, permitted married students to continue their education in the same manner as other students. Approximately 42 percent of the Iowa public schools which permitted married students to attend, imposed some limitations on married male students; 53 percent did so for non-pregnant married girls.

(4) Rural Iowa adults generally favored arrangements which permit married students to attend school and, to a lesser extent, favored arrangements which do not restrict the participation of married students in school activities. In April, 1960, *Wallace's Farmer* included the following question in their poll: "Some Iowa school boards are saying that married high school pupils should not be allowed to attend school. Do you agree or disagree with this position?" Since the responses of 187 men and 188 women were almost identical, only total responses are given. Twenty-four percent of the 375 persons agreed; 59 percent disagreed with the item; and 16 percent were undecided. The other item included in the poll was: "Some other Iowa school boards admit married students, but say they should not be allowed to play in basketball or football games, play in the band, etc. Do you agree or disagree with this attitude?" Again, the male and female responses were very similar: 38 percent of the total sample agreed, 44 percent disagreed with the item and 18 percent were undecided.¹¹

¹¹ *Ibid.*

(5) Married male students are generally given more favorable treatment than married non-pregnant female students. The greater tolerance for males was observed among both public and Catholic schools in Iowa (9).

(6) The most severe limitations on attendance are placed on pregnant married girls. About one-half of the schools required or pressured married girls to withdraw upon knowledge of a pregnancy. Time rulings are used in many cases although only a minority of the schools permit the expectant mother to decide how long she wants to attend school prior to the expected delivery date. In the California study, 28 of the 286 schools reported the decision is left up to the girls; 10 percent of the Iowa schools leave the decision up to the pregnant girl. Ninety-one percent of the school administrators responding to the poll conducted by *The Nation's School* favored suspension of pregnant wives. When asked about expelling these students, only 17 percent endorsed the affirmative answer.

There seems to be some evidence that treatment of married pregnant girls is dependent upon their nearness to graduation. Senior girls are more likely permitted to finish the year or complete requirements by home study arrangements.

(7) There are some indications that moral evaluations of the timing of the pregnancy as well as other considerations enter into the policy decision regarding attendance of pregnant married girls. Burchinal (9) found that more restrictive policies are imposed upon married girls who were pregnant before marriage than on girls who were married and then became pregnant. More of the latter are permitted to attend school for longer periods of time or are permitted to re-enter school.

Some data are available to permit assessment of some aspects of school policies related to the attendance of married students. Burchinal studied relations between restrictiveness of policies, sizes of schools and frequency of school age marriages. Several studies have reported drop-out rates and one study has reported re-entry rates of married students.

(8) The restrictiveness of attendance policies for married students appears to have little effect on marriage rates of male or female students. Burchinal (3) classified the Iowa public high schools by four size categories and, within each size category, by three levels of restrictiveness of policy: (1) requiring or encouraging removal from school, (2) permitting attendance under certain limitations, and (3) following completely nonrestrictive policies. Marriage rates for boys and girls within each of the 12 categories were then determined. School size and policy restrictions combined ways which made it impossible to infer that restrictive policies were successful in minimizing student marriages.

(9) School drop-out rates of students who marry are very high. Ivins found that 47 percent of the boys who married and 73 percent of the girls who married in New Mexico during the 1952-53 school year did not return to school. The 1957-58 drop-out rate among New Mexico students indicated that "somewhat less than one-third of the students who are married remained in school." Landis reported drop-out rates for sophomore, junior and senior girls in California as 83 percent, 74 percent and 48 percent respectively.

Burchinal has summarized drop-out rates by grade, sex and the pregnancy status of married girls in Iowa. The highest drop-out rate at the time of marriage was among pregnant sophomore girls, 94 percent; the lowest drop-out rate for girls was for non-pregnant senior girls, 51 percent. Approximately 91 percent of the sophomore girls, 81 percent of the junior girls and 70 percent of the senior girls voluntarily withdrew or were compelled to withdraw from school. The over-all drop-out rate for married girls was 79 percent in Iowa. The Iowa rates are substantially higher than similar ones reported by Landis for California. Almost all girls who were or became pregnant, 87 percent, had withdrawn from school at the time of their marriages or by the time of the survey. The majority of non-pregnant married girls, 63 percent, also withdrew from school.

Drop-out rates were lower for married boys: 58 percent of sophomore and junior boys and 33 percent of senior boys withdrew from school. The total rate was 43 percent for married boys. Involvement in a premarital pregnancy apparently had no effect on continuation in school for married boys. About the same percentage of boys involved in premarital pregnancies as of those who did not marry under these circumstances, withdrew from school.

The drop-out rates reported for these studies suffer from one serious defect. The rates reflect a combination of voluntary withdrawals and withdrawals resulting from school policy or pressure from school administrators, teachers or counselors. Data reported earlier appear to indicate that only about one-third of the schools included in the various surveys followed policies which had the effect of removing students from school. If this is true, it would appear that most of the drop-outs result from decisions on the part of the married students although the students' decisions to leave school may frequently be influenced by the negative attitudes of school personnel toward student marriages.

Portions of the Iowa data indicate that withdrawal from school, voluntarily or under terms of temporary suspension, usually means the termination of the education of the married students. Only eight percent of the married girls and nine percent of the married boys who were ever out of school had re-entered school at the time of the Iowa survey.

Attempts have been made to combine the similarities

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of the various studies. Before ending this section, it would be well to identify a few of the unique points of the available studies. Ivins' monograph has a lengthy treatment of the legal aspects of attendance policies related to married students. This monograph is also notable for the chapter on opinions of high school principals concerning student marriages (23). Several particularly interesting features of the Landis article are the discussions of administrators' reports regarding married students as problems and as assets in school and the survey of family life education courses in the California high schools included in the study. The unique contribution of the Cavan and Beling discussion is the description of the guidance program schools can develop to help cope with youthful marriages. Details of the program followed by the dean of girls in one Illinois school are provided. Several unique features of the Iowa study have been alluded to already: the collection of policy statements for a large sample of the schools and separately for male and female students and among the latter, for females who were not pregnant, premaritally pregnant, or postmaritally pregnant.

Stability of Youthful Marriage

Data from various sources support the generalization that youthful marriages are less satisfactory to the participants and less stable than marriages contracted by persons who are out of their teens. Two types of data are available to document this generalization: (1) age at marriage, divorce and remarriage statistics; (2) self-assessed marital happiness or satisfaction ratings.

Glick summarized the United States census data on age at initial marriage and remarriage.¹² Women who were still in their first marriages in 1954 averaged about two years older at first marriage, 21.1 years, than women who had remarried. The median age at first marriage for the latter group was 19.0 years. This difference was observed for each five year period beginning before 1900 and continuing through the 1950-54 period. Further evidence for the greater instability of young marriages comes from examination of the interquartile ranges of age at first marriage of those with and without broken marriages. For women who had been remarried, the range between the first and third quartiles, 17.3 years to 21.4 years, is only about four years as compared with about five years, 18.9 to 24.0 years for women in their first marriage. Other data reported by Glick supported the negative relationship between age at first marriage and the proportion whose initial marriages had been broken by divorce by 1954. Glick reports: "The proportion of remarried women among those who first married below the age of 18 years was about three times as high as that for women who first married between the ages of 22 and 24 years. These rela-

tionships were about the same whether the first marriage took place in the 1920s, the 1930s or the 1940s."¹³

Landis has reported divorce rates by ages of marriage for 3,000 marriages involving parents of college students. Although these data are based on a typical segment of the population, the inverse relationship between age of marriage and marital stability was still observed. When both parents were under 20 at the time of marriage, 20 percent were reported to have been divorced. As age at marriage increased for one or both parties, the divorce rate declined: 10 percent of the couples who were 20 to 25 at the time of marriage, nine percent of the couples who were in the 26 to 30 age range and seven percent of the couples who were both 30 or over were reported to have been divorced.¹⁴

In an investigation of divorced and happily married couples in Indiana, Locke found that a larger percentage of the divorced women had married before the age of 18 and the divorced men before the age of 21 than of couples rated as happily married.¹⁵

Monahan has presented data on ages at marriage and all divorces occurring in Iowa between 1945 and 1947 among couples where the bride was a resident of the state, both parties were married only once and both were native white persons. As compared with marriages involving husbands 20 to 26 years of age and wives 22 to 24 years, called the central area by Monahan, the ratio of divorces to marriages increased for corresponding younger aged spouses or younger joint ages of spouses. Monahan summarized his findings: "When both parties were 16 or younger at the time of marriage the divorce ratio was about four times that in the central area. Also, the 19 year old wives with husbands the same age or younger, or 19 year old wives with husbands 30 years or older showed 50 percent higher ratios than those 19 year old wives with husbands just a few years older than themselves."¹⁶

In at least five studies, a negative relationship has been observed between self-assessed marital happiness ratings at some point after the marriage and ages at the time of marriage. Data from Burgess and Cottrell, Terman, two studies by Landis and Landis, and an unpublished study by Burchinal support this generalization.¹⁷ While all the

¹³ *Ibid.*, p. 111.

¹⁴ Landis and Landis, *op. cit.*, p. 156.

¹⁵ Harvey J. Locke, *Predicting Adjustment in Marriage*, New York: Henry Holt, 1951, pp. 101-102.

¹⁶ Thomas P. Monahan, "Does Age of Marriage Matter in Divorce?" *Social Forces*, 32 (1 October, 1953), p. 86.

¹⁷ Ernest W. Burgess and Leonard S. Cottrell, Jr., *Predicting Success or Failure in Marriage*, New York: Prentice-Hall, 1939; Lewis M. Terman, *Psychological Factors in Marital Happiness*, New York: McGraw-Hill, 1938; Landis and Landis, *op. cit.*, p. 153; and Lee G. Burchinal, "Social Correlates of Marital Satisfaction for a Rural Sample of Married Couples," unpublished paper given at the American Sociological Association meeting, Seattle, Washington, August, 1958. Landis and Landis, *op. cit.*, p. 153, provide a brief

¹² Glick, *op. cit.*, pp. 56-58.

former studies were based on non-random, generally urban samples with a distinct middle-class bias, the Burchinal study employed a probability sample of rural and small town couples. A 28-item marital happiness scale adapted from the Burgess-Wallin indices was developed with a range of scores from -1 to 149. Means for the husbands who were less than 20, 20 to 24, and 25 and over at the time of marriage were 110, 118 and 120 respectively. The significance of the difference as determined by the Kruskal-Wallis H test was between .05 and .10. For wives, means for similar categories for ages at marriage were 115, 117, and 120 respectively, but the differences were not statistically reliable; $.30 < P < .50$. However, the trend of the mean scores in both cases was in the expected direction.

The remaining data on estimates of satisfaction about marriage are based on self-reports of girls involved in school aged marriages. Among a sample of 60 high school girls who had been married on the average for about six months, Burchinal (2, 5) found that 55 expressed regret over their decisions to marry before the completion of high school. This was true of a larger proportion of the premaritally pregnant girls, 76 percent, as compared with 41 percent of the girls who were not married under these circumstances.

Some of the factors responsible for the higher divorce proneness or less satisfaction experienced in marriage undertaken by persons 18 years of age or younger are a reflection of the conditions contributing to youthful marriages which were cited earlier. Research data are available to document some of these factors. Burchinal (2, 5) has reported that the 60 married girls whom he interviewed generally had not known their husbands for a very long time, 54 percent for less than one year; had short engagements, 62 percent had no engagement or ones of less than six months; marriages were begun on meager economic resources, the mean weekly incomes of husbands was \$55; the couples had to rely on considerable parental economic assistance; and in about half of the cases, marriages were performed against parental wishes. Only one-third of the couples continuously maintained their own residence after marriage. The couples involved in premarital pregnancies were less independent in this respect; 14 percent of these couples compared with 46 of the couples not involved in a premarital pregnancy always maintained a separate residence. Some parental financial assistance, apart from providing a residence, was reported by 52 percent of the young brides. Again, a larger percentage of the brides who were premaritally pregnant, 72 percent, compared to 48 percent of the non-pregnant brides

reported receiving parental economic assistance. For all other points described, the couples involved in a premarital pregnancy were at a greater disadvantage than the other couples, although, by generally accepted standards of readiness for marriage, both groups of couples were not adequately prepared for marriage.

These data supply some basis for inferring why, apart from husband-wife relations or relations with in-laws, young marriages and especially those resulting from premarital pregnancies are less stable than marriages established at older age levels.

It is easy, however, to overgeneralize the hazards of youthful marriages. Landis and Monahan have pointed out that bridegroom age differences are important in determining marital stability. Since brides are characteristically several years younger than their husbands and, as such, generally provide the basis for classifying marriages as young marriages, the age of the husband probably is an extremely important variable for determining the stability of the marriages. In the Monahan study, marriages involving young brides to men who were in their 20's had somewhat higher divorce rates than marriages in which both parties were in their 20's, but the most hazardous age combination appeared to occur when both spouses were still in their teens. However, not all or probably even most young marriages fail. Landis and Landis have reported that within three years after marriage, 20 percent of the marriages of a sample of high school students had ended in divorce, separation or annulment.¹⁸ Other research indicates that divorces are concentrated in the first three or four years of marriage. Therefore, it is likely that most of the divorces among these youthful California marriages have already occurred. If so, the divorces among these young marriages, while higher than those among married couples in general, do not support the generalization that most young marriages end in divorce, separation, desertion, or annulment. In fact, attitudes illustrated by the following statement of an Eastern domestic relations judge probably are detrimental to the chances of success of many young marriages (37):

"Teen-age marriage has almost no possibility of succeeding. Ninety percent are total failures. Two people, who are immature and emotionally unstable, one often pregnant, are thrust into a society where the pressures on them are as great as on their parents. They go into debt, they argue, the girl goes home to her mamma and the boy to his."

Also, for certain segments of the young population and their families, young marriage may be considered normal and desirable and receive considerable support. The impression obtained from the description of marriages stud-

summary of relationships between age at marriage and marital success scores for the studies just cited, with the exception of the Burchinal study, and for several other studies.

¹⁸ Landis and Landis, *op. cit.*, p. 157.

ied by Moss and Gingles is that many of the Nebraska couples had low educational and occupational aspirations, adhered to relatively traditional sex roles and family relationship norms, generally did not perceive their sex relations in early marriage as a problem of major importance, and generally maintained close and frequent contact with their parents.

Moss and Gingles theorize that young marriages may involve different types of girls and, it might be added, boys as well. There is one type of youth with a positive orientation toward marriage and strong desires for gratifications derived from marital and family relationship roles. This orientation is generally combined with relatively low educational and occupational aspirations. Second, it is suggested that another type of youth entering youthful marriages reflects elements of emotional insecurity, naive conceptions of glamorous, romantic married life, a desire to escape from unpleasant home experiences, or are otherwise motivated to view marriage as a solution to present problems. Marital success rates must be different for these categories or some other typologies of youthful marriages, but available data do not make these distinctions and provide only gross estimates of the stability of all young marriages in comparison with marriages with older persons.

General knowledge of the behavioral science supports the view that age *per se* is not an adequate criterion for predicting successful marriage. It happens that, at the present time, numerous factors related to readiness for marriage are reasonably well correlated with age, but this condition is not immutable. It should be one of the goals of family life education to reduce the level of association between age and readiness for marriage.

Implications of Findings for Family Life Education

No order of importance is attached to the implications of the available data on young marriage which are discussed below.

(1) Current concern about young marriage provides a powerful basis for defending existing marriage and family life education programs and for proposing their expansion. Young marriage is an explosive issue. It touches several basic American values: norms of premarital chastity, the value of strong home and family life, and the importance of an adequate education. Because young marriage is generally seen as a threat to these values, strong opinions about young marriage, generally negative ones, are widespread. Popular concern centers on "stemming the tide of young marriages." School administrators are frequently perplexed, but they wish to take some action. The first reaction of many schools administrators or school boards is to impose some kind of restriction or take punitive action. Apart from the effects of such actions on the

immediate educational level, present marital relations, or the ultimate income-earning abilities of the husbands and the future marital relations of these couples, such actions have the additional detrimental effect of leading administrators to feel they have taken the only and the most appropriate action regarding youthful marriage. Family life education specialists need to point out that the long-term amelioration of problems associated with young marriages does not lie in treating the effects of young marriages, but in adjusting conditions leading to young marriages. The term "amelioration of problems associated with young marriages" was used carefully. This does not mean that efforts should be focused upon preventing young marriages or reducing young marriages *per se*; rather in communities where there are none now, long-range programs for education in marriage and family life should be developed, and in communities with existing programs these should be re-examined and, where necessary, changes made further to strengthen such programs.

Family life specialists can safely argue that if adequate preparation for marriage and family life were provided for our young people, two results probably would ensue: (1) there would be fewer young marriages; and (2) regardless of the ages at marriage, persons would be better prepared for marriage.

Various conditions cited earlier as conducive to young marriages are amenable to education. Such programs need to include parent education, school programs at the junior and senior high school level, and postmarital education programs.

Various studies have indicated that most parents are not able or willing to provide their children with adequate preparation for and guidance during their dating and courtship experiences. One reason for this situation is that parents are not prepared intellectually or emotionally to discuss these matters with their children. Expanded parent education programs are needed to help the parents understand the behavior of their children, help their children anticipate situations they will face in dating relationships, and help their children acquire a sound body of knowledge and a set of principles with which they can feel comfortable and which they can use in choosing among various courses of action when confronted by emotional and/or physical involvements in dating relationships. The concern about young marriages provides further support for the value of parent education programs, especially for programs related to parent-child relationships during later childhood, early and later adolescence.

Since school administrators are frequently in a dilemma regarding young marriages, strong arguments are available for junior and senior high school education programs for marriage and family living. Mention has been made of the fact that many parents are not doing an adequate

job of educating and counseling their children regarding dating, courtship and marriage and family relations. The school is the only institution which reaches practically all of the youth in a community. The school alone can provide systematic instruction in these areas. Under ideal circumstances, school programs would supplement the warm, understanding, and intimate educational and guidance experiences the children have in their homes; but in reality, school instruction may supply the only accurate and comprehensive knowledge which young people receive in this area.

Curricula for school programs in family life education have been worked out in many school systems. Family relations textbooks are available for high school use. In the Teachers Exchange section of *Marriage and Family Living*, teachers have an opportunity to share current materials, techniques, and points of view on controversial subjects. There is no need to elaborate the content of these courses.

However, several brief points need to be made. First, among the various objectives of a school course in preparation for marriage and family living, objectives related to helping youth acquire the most reliable scientific knowledge available about human sexual relations and reproduction should be included at the junior and senior high school levels. Youth should not be ignorant of or misinformed about the physiology and psychology of his own or the other sex. On the contrary, the late junior and entire senior high school years are periods in life in which one needs a basic body of knowledge in order to enjoy healthy dating relations and ultimately establish sound marital relations. Not only must we communicate the basic facts of male and female anatomy, what has been called the organ recital, and the facts of human conception and contraception, but also a much broader understanding of the social and ethical bases of human sexuality. No doubt there will still be strong challenges to this suggestion in many communities. The author received this comment from an irate mother after advancing such a view on a television program:

"Sex taught in the schools. Indeed not! I would never want my children taking up sex subjects in school. You are dealing with children in school (not men and women ready for marriage) and they need not know the entire facts of life at school age. I can tell you from experience that you will learn the facts when necessary—when the time comes."

The view expressed by this mother and by others who hold this point of view has contributed to unnecessary and unfortunate premarital and postmarital sexual difficulties for young people. If our young people lived in a sexless environment until they were married and then by some miraculous process became warm, responsive, and affectionate partners the point of view expressed above

would be tolerable; but young people do not live in a sexless environment. If anything, the period of the late teens is the peak of sexual interest and activity, at least among males. Our mass media scream sex at adolescents, and too frequently adults stand back and abdicate the role of providing accurate knowledge and understanding counsel to the dispensers of ignorance or misinformation about human sexuality.

Another objection is sometimes raised against suggestions of programs of sex education in schools. It is asserted that if we provide knowledge about human sexuality and reproduction, we will contribute to greater sexual experimentation among youth and hence encourage marriage, or worse—contribute to greater premarital sexual promiscuity. This argument assumes that the only factor which causes young persons to refrain from indulging in premarital sexual relations is the fear of involvement in a pregnancy. It also assumes that intelligent and comprehensive discussion of events which generally lead to premarital sexual coitus and the probable outcomes of such behavior cannot be understood and used by the persons who, in the absence of such information and guidance, must reach decisions and assume responsibility for these decisions regarding their sexual behavior. No educator can defend the proposition that ignorance or misinformation in any area of life is desired over accurate, comprehensive information. Family life education programs must be predicated on the assumption that knowledge of any area of marriage and family relations, when provided in a constructive framework and in its most complete, objective form, will be put to beneficial use by the audience receiving the information. This postulate must be defended in the case for providing adequate sexual instruction in high school or junior high school programs.

It is also recognized that providing the facts of the physical aspects of human sexuality is not sufficient. We must also help young people become aware of the psychological and social nature of their sexual desires.

If we are to be healthy individuals, we must have reasonable control over our activities. We can have control over our behavior only when we understand ourselves, those with whom we associate, and the direction of the interpersonal relations in which we are engaged. This may be called decision making or goal setting; but basically it comes down to having sufficient knowledge to assess a present situation and, in view of probable future developments, to choose a certain course of action in terms of one's knowledge of the situation and one's preference (values) for specific outcomes, and to accept the responsibility for the consequences of one's actions.

Third, sex education is not preparation for marriage by itself; it is just one aspect of the total preparation for marriage. Sexual attraction is the starting point and the

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continuing basis of any love relationship between a boy and girl or a man and woman. Youth needs to be helped to understand that from this starting point we need to develop an appreciation for wholesome expressions of love. Love enough to marry on is worth waiting for and working for. A headlong rush into an engagement and marriage is testimony to the inability to understand and work for the development of an abiding affectionate relationship. There is an accumulating amount of good literature written for the understanding of love at all ages and at all stages of the boy-girl man-woman, or husband-wife relationships. We need to make these facts about love and its expression in our lives available to our young men and women.

And fourth, educational programs are needed to counteract the image of the highly romanticized, overglamorized, naively simple view of marriage imparted by our mass media. Two quotes from married high school girls interviewed in Iowa by Burchinal illustrate this view of marriage (5):

"I've had no fun since I was married. I've missed several years of important living, the dating period, living with another girl, being away from home, working. I wouldn't get married so young again. I'd probably marry him when I was about 20. I was in love with him. He was anxious to get married."

"We've had a lot of trouble. We weren't ready for the responsibility. We shouldn't have married so young. We should have waited until after high school, at least. We thought we were in love, we would get married and have good times. We had a very poor idea of what marriage was. We thought we could come and go, do as we please, do or not do the dishes, but it isn't that way."

Support for family life education in the schools may be more prevalent than is customarily thought. When it is offered, student reaction to it has been enthusiastic. When it is not offered, students have indicated their desire for such instruction. For example, a state-wide follow-up of a sample of the 1949 high school graduates in Iowa showed that the students gave their high school a vote of confidence as having provided considerable help in all but one of the ten imperative needs of youth as defined by the American Council on Education. The one area that was rated poorly by the students was the contribution of their high schools to their preparation for marriage and family relations. Fifty-four percent of the young people reported their high school training was of little help to them in this area; 32 percent reported it was of some help; and 14 percent reported it was of much help. Girls reported more favorable preparation than boys.¹⁹ Dager and Harper have re-

ported that 60 percent of all principals of Indiana high schools felt that parents wanted the schools to offer family life courses; only eight percent did not feel the parents wanted such courses.²⁰

However, several cautions must be cited against suggesting parental education in family life education programs as the panacea for young marriages or various family problems. Too frequently, grandiose results are expected from the efforts of one or several persons working only part time and with meager resources. Family life education programs restricted to senior girls or on an elective basis for seniors only are far too inadequate. Research data on the occurrence of school age marriages indicate that educational programs must be begun at the junior high levels, certainly not later than the sophomore year if they are to be effective. These programs must include both sexes and be taught by well-trained teachers.

Also, it must be recognized that family life education programs designed to provide useful knowledge for children from adequate homes frequently are not sufficient for children from inadequate homes characterized by ignorance, rejection or neglect. Havighurst has called for "heroic action" to meet the problems of such children. He sees the need for special educational programs for these youth, many of whom will have dropped out of school and will enter young marriages. Education for these youth would have to be conducted by persons who combine homemaking teaching skills and social work competency. Efforts must be made to break the vicious circle in which these youth are caught if the next generation is not going to repeat the process of the present generation.²¹

Young marriages present a challenge to family life education specialists to develop programs of postmarital education. David Mace has spoken of the value of education for improving marital relations during the early formative postmarital period. Family life educators, perhaps in cooperation with schools, churches or social agencies, could do much to improve the quality of relations and contribute to the success of young marriages by developing programs of postmarital education. Husband-wife relations, child rearing, and other aspects of married life could be analyzed and discussed in concrete terms for these couples, not in generalized, abstract terms as generally must be done in marriage preparation courses.

(2) Young marriage should also be a stimulus for encouraging the development of programs of general coun-

¹⁹ Mimeographed report. Iowa State Department of Public Instruction, Des Moines 19, Iowa, "Statewide Follow-up Study of 1949 Graduates," p. 12.

²⁰ Edward Z. Dager and Glenn Harper, "Family Life Education in Indiana Public Schools: A Preliminary Report," *Marriage and Family Living*, 21 (4 November, 1959), p. 387.

²¹ Havighurst, *op. cit.*

seling and specifically of pre- and postmarital counseling. Any counseling which may resolve or reduce personality disturbance at any level of childhood or adolescence may preclude unwise young marriages or enhance the chances of success in marriage regardless of age. Although counseling services may be available in mental health clinics in some communities, trained counselors are also needed in elementary and secondary school systems. Family life educators in schools can be instrumental in helping develop general counseling procedures for married students attending school. The Cavan and Beling description of the procedures used in one Illinois school may be helpful (14).

Premarital counseling by trained school persons, clergymen or other professionals, social workers, psychologists, and related professionals, should be encouraged in family life education programs. In the cases of premarital pregnancy, counseling should be strongly encouraged. Counseling in these cases is necessary to work through the tangled web of guilt feelings and conflicts in order to help the young persons and their parents determine what course of action is in the best long-term interests of the couple.

Since a large proportion of young marriages are church sanctioned weddings, clergymen have a unique opportunity and responsibility for providing premarital counseling. In many communities, family life educators in the schools can help develop cooperative programs which would serve to integrate premarital education and counseling programs of the schools, churches and other community activities.

Family life educators may also provide encouragement for young persons to seek marital counseling by developing attitudes toward marriage which emphasize the value of seeking help for marital problems, which are normal in many marriages, and which the couple are not capable of resolving by themselves.

(3) Efforts to ameliorate problems associated with young marriages also include legal considerations. Family life educators need to give their support and seek to encourage other influential persons to support the movement to obtain uniform marriage and divorce laws in the United States. Uniform marriage laws in the various states could reduce the number of young marriages which occur because some states have lower age levels for marriage, have no waiting periods, do not require blood tests or have some less rigorous combinations of these requirements than adjacent states. For instance, Iowa has a lower age at marriage with parental consent for women than any of the seven states bordering Iowa. The same difference holds for men for all but one of the bordering states. Several of the states have a waiting period; Iowa does not. These differences in laws relating to marriage encourage some youth to marry in Iowa when they would not otherwise have been married in their home states. Analyses

of marriage record data in Iowa indicate that 27 percent of the 16 year old brides married in Iowa from 1953-57, 21 percent of the 18 year old brides and 12 percent of the 20 or 22 year old brides (primary marriages) were non-state residents.²²

These young marriages were performed in Iowa, but if divorces or separations occur, the costs will be borne in communities in other states. Furthermore, some of these marriages might have been postponed or not entered into if the opportunity in Iowa had not existed.

(4) On the basis of present knowledge, family life specialists are safe in generalizing that young marriages involve greater risks than marriages of persons who are 19 years of age or older. This view is probably shared in American communities although the popular basis of the generalization probably rests upon various biases and represents a dogmatic assertion. As far as youth are concerned, family life educators would do well to point out the kind of problems that young marriages face and not present a hard, dogmatic position against young marriages. The kinds of problems which young marriages face have been reviewed in earlier sections of this paper.

In addition, family life educators must be able to identify young couples who are capable of maintaining successful marriage relationships and provide support for the marriages of these couples.

(5) This raises the more general question of value conflicts in relation to young marriages. Young marriages will continue to occur. Educational programs may moderate young marriage rates somewhat, but if the recent general societal developments continue, young marriages are going to continue to be a part of the American marriage pattern. As already described, family life educators can contribute to preparing young persons for establishing successful marriages and family relations, but family life education specialists must also work to create conditions which will sustain the marriages of young persons who decide to marry, whether or not, in the eyes of the adult community, the decisions are wise or injudicious ones.

Family life specialists should help resolve the value conflicts related to young marriage. Our basic societal obligation is to support marriage and family life. We assert that it is the right of every youth, who is able and willing, to have a high school education. Yet for one group in our population, those who marry early in life, we tolerate subtle and often direct actions which are contrary to our values of strengthening or supporting family life and of encouraging completion of a high school education. Basically, restrictive or punitive school policies represent attempts to discourage young persons from early marriage

²² Unpublished data, see footnote 3.

or to isolate the unmarried students from the married students. Little thought is given the effects of these policies on the lives of the married students who seriously want a high school education. A movie actress writing in *Readers' Digest* encourages parents not to provide any financial aid to children who marry while in high school (35). In effect, the advice is to let the young couple struggle through on their own. This is intended to discourage young persons from marriage, but again no thought is given to the effect on those couples who are already married.

These orientations toward young marriage contribute to the support of a self-fulfilling prophesy: Youth are told young marriages are hazardous; for various reasons, some young persons marry. After marriage, members of the adult community, if they follow the advice of Rosiland Russell, support restrictive policies or refuse to support these young marriages, find that problems arise, are compounded and a divorce follows. Then, the adults come back and say: "See, I told you so."

In at least two ways, family life educators can work to defeat the operation of the process just described. One, family life specialists can help clarify values, identify value conflicts, and lead in the development of constructive school attitudes, policies, and curricula in relation to handling married students. Efforts might be made to have school boards discuss the issues involved in student marriages and arrive at a publicly stated policy which protects the interests of serious married students as well as the unmarried students. Family life specialists may also be helpful in encouraging schools to provide flexibility in school curriculum designed to meet the needs of married students.

Second, family life educators can assist in interpreting relations between the married students and their families. Questions related to resolving conflicting feelings, giving and receiving of aid in a constructive manner, and developing or maintaining cordial affinal relations can be broached by family life educators in classroom teaching or in individual counseling at school or in home visits.

In summary, school age marriages place an additional responsibility on family life educators. These persons cannot consider their audience as only the unmarried students in school and conceive of their roles as primarily to encourage these students to postpone marriages until after high school. Family life educators must assume the responsibility of helping all young people to prepare adequately for marriage. This includes teaching and counseling the students. When school age marriages occur, family life educators also have the responsibility of helping these young couples develop maximum resources for establishing successful marital relations. This may require

urging reconsideration of school attendance policies, developing new or more varied curricula, helping develop generalized counseling and pre- and post-marital counseling services, and attempting to help communities recognize and clarify value conflicts pertaining to young marriages. As such, these educational and counseling efforts will contribute to the strength of the family life and the development of healthy personalities of the children of the young couples as well as couples who marry later in life; therein lies the reward for these efforts.

ANNOTATED BIBLIOGRAPHY OF POPULAR AND TECHNICAL PUBLICATIONS RELATED TO YOUTHFUL MARRIAGE

1. BURCHINAL LEE G., "Adolescent Role Deprivation and High School Age Marriage," *Marriage and Family Living*, 21 (4, November, 1959), pp. 378-384.

Individually matched samples of girls who married before high school graduation and girls who had not married were compared for differences in parental relations, personality needs scores and dating histories. Expected differences in parental relations were not found, but this may have been due to the fact that the data were collected after the girls' marriages. There were only a few differences on the needs scores, but large and significant differences were found for the dating history items. In relation to the control girls, married girls had started dating and going steady younger, had more steady boy friends, felt they had been in love more frequently, and dated more seriously at all ages. When the socio-economic levels of the married girls' families were compared with those of a norm group of 357 families, the married girls' were disproportionately of lower status. Married girls did not differ from the norm group in the proportion coming from families in which one or both parents were not present.

2. ———, "Comparisons of Factors Related to Adjustment in Pregnancy-Provoked and Nonpregnancy-Provoked Youthful Marriages," *Midwest Sociologist*, 21 (2, July, 1959), pp. 92-96

Two groups of high school brides, premaritally pregnant (P) and nonpremaritally pregnant (NP), were compared for differences in courtship histories and postmarital adjustments. Although neither group was "ready" for marriage if judged by knowledge of correlates of marital success, the P group was consistently less prepared than the NP group. Premarital data included the length of husband-wife acquaintance before marriage, length of engagement, ages, educational levels and incomes of the husbands at the time of marriage. Postmarital data included the husbands' incomes, the couples' residential histories (degree of "doubling-up" with relatives), direct financial assistance from relatives, and the brides' satisfactions with having married prior to completion of high school. The data are used to indicate some of problems young married couples must face and some of the factors which are probably involved in high divorce rates for young couples, especially ones who were involved in a premarital pregnancy.

3. ———, "Do Restrictive Policies Curb Teen Marriages?" *Overview*, 1 (March, 1960), pp. 72-73.

A survey of about 80 percent of the Iowa high schools showed that three principal types of school policies were followed in relation to the attendance of married students: (1) restrictive, the requirement or strong encouragement for married students to leave school; (2) intermediate, permit attendance but restrict activities in athletics, honors, extra-curricular activities or social events; and (3) nonrestrictive, permit attendance and full participation on the same basis as other students. When schools were classified by the type of policy followed, size of school, and by the number of marriages among students in the present year, there was no basis for asserting that restrictive policies were

- successful in preventing or minimizing youthful marriages. Reasons for this finding are presented in the context of various factors which contribute to youth marriage decisions.
4. ———, "Does Early Dating Lead to School-Age Marriage?" *Iowa Farm Science*, Iowa State University, Ames, Iowa, 13 (February, 1959), pp. 11-12.
This article is popularly written. As compared with an individually matched sample of 60 girls who had married before high school graduation, the sample of 60 girls who married had started dating younger, begun going steady earlier, gone steady more often, been "in love" more frequently, dated more frequently at earlier ages, begun more serious dating sooner and more frequently, known a larger number of close friends who had married young, more frequently dated older men than themselves, and more often had mothers who married young. The implications of these findings are discussed; suggestions for education for dating, courtship and marriage are offered as contributions to the amelioration of problems associated with dating relations and young marriage.
 5. ———, "How Successful are School-Age Marriages?" *Iowa Farm Science*, Iowa State University, Ames, Iowa, 13 (March, 1959), pp. 7-10.
This article is popularly written. The postmarital adjustments of 60 wives who married before high school graduation are examined. Salient findings showed that only one-third had not lived at some time or continuously with in-laws, about 40 percent received direct financial assistance, and only 45 per cent of the brides would have still married while in high school. The other 55 percent said they wished they would have finished high school before they had married. Eight direct quotes from brides who indicated satisfaction with their marriages and eight direct quotes from brides who regretted their marriages are presented.
 6. ———, and Elmer W. Bock, "Religious Behavior, Premarital Pregnancy and Early Marriage," *Alpha Kappa Delta*, (2, Spring, 1959), pp. 39-44.
Tests of differences in degree of church school attendance up to age 14, proportion of girls who were church members, and church attendance during high school failed to indicate any substantial differences among samples of Protestant high school brides who were premaritally pregnant, not pregnant at the time of marriage and control samples of unmarried Protestant high school girls. Findings are not generalized due to the small samples employed: a total of 60 girls were included in the study.
 7. ———, "Research on Young Marriages: Implications for Family Life Education," *The Family Life Coordinator*, 9 (1-2, September-December, 1960), pp. 6-24.
This article represents the only attempt to integrate research findings related to youthful marriages and to draw-out the implications of these findings for family life education in the United States. Data are organized under the following topics: youthful marriage rates and changes in rates; factors contributing to young marriages; characteristics of youthful marriages; school policies regarding attendance of married students; and the stability of youthful marriages.
 8. ———, "So You Want to Get Married," *The Young Farmer*, (Spring, 1959), pp. 17-20.
In this article written for high school students, factors related to increases in school-aged marriages, problems related to combining marriages and education, and some of the problems reported by young Iowa couples are discussed in an objective manner. Some suggestions are provided for helping youth determine if they are ready for responsible married life.
 9. ———, "School Policies and School Age Marriages," *The Family Life Coordinator*, 8 (3, March, 1960), pp. 43-48.
Detailed reports of school policies for married students and characteristics of students who marry before graduation are presented. Some interesting comparisons are made between the content of policies and the characteristics of the population for which they were designed. Salient findings of school policies for married male, married pregnant and nonpregnant female students are presented. Data are also presented for marriage rates by sex, pregnancy status, grade levels, drop-out rates, and rates of re-entry into school.
 10. ———, and Loren Chancellor, "What About School-Age Marriages?" *Iowa Farm Science*, Iowa State University, Ames, Iowa, 12 (June, 1958), pp. 12-14.
This popularly written article presents views on factors related to the trend toward younger marriages in the United States and some characteristics of all couples married in Iowa in 1956, which included a bride who was 18 or younger. Youthful marriages were somewhat more characteristic of urban than rural communities, generally involved two persons who lived in the same county, were hometown, church sanctioned weddings (92 percent were performed by clergymen), and much more frequently involved Catholic-Protestant differences than marriages of older couples. In the light of these findings, suggestions are made for guidance of youth in relation to marriage decisions.
 11. BURT, JESSE C., "Sex and Teen-Age Marriages," *American Mercury*, 84 (396, January, 1957), pp. 44-48.
Quotes from several case studies are used to illustrate the thrills of premarital and postmarital sexual relations and, in some cases, later tensions and divorce. A plea is made for tighter marriage laws based on the uniform marriage license application suggested by the National Conference of Commissioners on State Laws.
 12. BUSCHERT, U., "Forsaking All Others: Teen-Age Marriage Problems," *National Education Association Journal*, 44 (February, 1959), pp. 76-77.
This is a discussion from a teacher's point of view of problems of young marriages, particularly of the responsibilities of schools in attempting to postpone young marriages or failing that, of helping make the marriages succeed.
 13. CARBINE, D., "More Married Students," *Look*, 23 (22, October 27, 1959), pp. 125-28.
A sympathetic treatment of the motivations of married graduate students and a description of the family relations of these student-husbands, their wives, and children.
 14. CAVAN, RUTH S. and GRACE BELING, "A Study of High School Marriages," *Marriage and Family Living*, 20 (3, August, 1958), pp. 293-295.
Marriage rates among a sample of Illinois high schools and school policies for attendance of married students are presented. School policies reflected the view that marriage seems to create a special category of students who generally receives different and more restrictive treatment than other students. For the most part school marriages were seen as a problem; the solution frequently sought was to eliminate the married student or restrict his freedom of contacts with other students. An illustration of constructive action which schools can develop in relation to young marriages, based on the guidance system used in one Illinois high school, is described in detail.
 15. CHRISTENSEN, HAROLD T., "Why All These Young Marriages," *National Parent-Teacher*, 52 (8, April, 1958), pp. 4-6, 34.
The thesis of this discussion is that we must move from the unproductive level of worry to that of seeking to understand and solve problems associated with young marriages. Arguments in defense of deferment of marriage are given. Some of the reasons for the "rush" into marriage are discussed. Family life education is stressed as the answer to many problems posed by young marriages.
 16. ——— and BETTE B. RUBINSTEIN, "Premarital Pregnancy and Divorce: A Follow-up Study by the Interview Method," *Marriage and Family Living*, 18 (2, May, 1956), pp. 114-123.
This study is a continuation of the detailed studies of marriages and divorces based on vital statistics records which Christensen

has been directing. Four groups of marriages with 18 in each group were studied: (1) premarital pregnancy and divorced; (2) premarital pregnancy and married; (3) postmarital pregnancy and divorced; and (4) postmarital pregnancy and married. Statistical and case study data showed that even after matching for variables generally related to divorce the divorce rate was substantially higher for the premaritally pregnant couples compared with postmaritally pregnant couples. Syndromes of divorce-producing and marriage sustaining factors are examined. It is suggested that premarital pregnancy seems to intensify the conflict which a couple are already in, and thereby increase the chances for a divorce.

17. COLE, WILLIAM G., "Early Marriage," *The Nation*, 186 (6, February 8, 1958), pp. 111-114.

Three factors are seen as the "causes" of the trend toward younger ages at marriage. (1) The cultural-historical factor is a complex of conditions associated with the loss of meaning. It is suggested that youth are not looking for crusades, but an individual quest for security which leads to goals of finding the right mate for a successful marriage. (2) Psychological factors arising from parent-youth conflict and tension lead youth to develop deep attachments with one another in order to achieve security. (3) Changes in morality have led to freer sex relations.

18. DUVALL, EVELYN M., "Research Finds: Student Marriages," *Marriage and Family Living*, 22 (1, February, 1960), pp. 76-77.

Essential findings of several studies on the factors related to and adjustments of young marriages are reported. Evidence of the value of family relations courses in preparing youth for realistic marriage choices is presented.

19. "Earlier Marriages—Trend," *United States News and World Report*, 32 (25, June 20, 1952), pp. 52-55

Causes of younger marriages are considered in the context of a change in our attitude toward marriage. The effects of the "popularity" of marriage, a larger number of families, bigger families, larger markets for many products, and possible benefits and dangers for the children, are briefly discussed.

20. *Early Marriage*, Whitmore Assoc., Inc., Boston, No. 3573.

This pamphlet considers arguments for and against young marriage. Sensibly and clearly written, it discusses four points which should be considered in deciding about marriage: have both partners had experience in responsibility, are both willing to compromise on what they want, is each ready to put away childish things, and is marriage an escape from some undesirable situation. Other points include marriage in relation to educational plans, premarital pregnancy and the need for professional help and how soon to have children after marriage.

21. GILMORE, MILDRED, "Why They Can't Wait to Wed," *Parents Magazine*, 33 (November, 1958), pp. 46, 86-87.

Four reasons for early marriages are given. These are the insecurity of youth who need an unquestionable source of affection and warmth, the bandwagon effect, loosening morality, and prosperity. The solution proposed is that parents provide warmth, love and support for their children. It is postulated that if this is done the children will be less likely to rush into the pseudo-security of an early marriage.

22. GRAFTON, SAMUEL, "Why Teen-Age Marriages are Falling Apart," *McCalls*, 87 (2, November, 1959), pp. 88, 118-121.

This article covers many aspects of teen marriages. It is pointed out that teen-agers are firmly pushed into each other: mothers who push girls into dating to obtain vicarious satisfactions from their daughter's dating and romances, are horrified at teen-age marriages. Various case histories are presented to illustrate the path to teen-age matrimony.

23. IVINS, WILSON, *Student Marriages in New Mexico Secondary Schools, 1952-53*, University of New Mexico Publications in Educa-

tion, No. 5, Albuquerque: University of New Mexico Press, 1954.

This study includes an examination of the legal aspects of student marriage, the legal bases of appropriate school board policies, an estimate of student marriage trends, some characteristics of the married students, and a survey of the frequency of types of school policies followed by a sample of New Mexico schools in regard to attendance of married students.

24. ———, "Student Marriages in New Mexico Secondary Schools: Practices and Policies," *Marriage and Family Living*, 22 (1, February, 1960), pp. 71-74.

This report describes the results of a five year follow-up on a similar study by the same author. He concludes that while the marriage rate in the follow-up sample is slightly less than that of the original sample, there has been little change for the better in either school policies or effective guidance or teaching as these relate to student marriages. Ivins criticizes school personnel for deploring youthful marriages while failing to provide marriage and family education and counseling.

25. KIRKENDALL, LESTER A., "School Bells and Wedding Chimes," *National Parent-Teacher*, 49 (7, March, 1955), pp. 8-10.

Causes of young marriages, chiefly centered on personality difficulties, are discussed and programs of action to prevent young marriages are presented. A vigorous case is made for marriage and family relations courses and parent education for competency in handling sex education for their children. The great problems are the need for education and for the parents, youth and school to act together in the area of education for dating, courtship and marital relations.

26. ———, *Too Young to Marry?* Public Affairs Pamphlet Inc., 22 East 38th Street, New York, New York, No. 236, 1957.

This popularly and well-written discussion of youthful marriage includes the significance of early marriages, why there are such marriages, the pros and cons of early marriage, a discussion of the meaning of love, and some observations on observing cautions related to marriage decisions. Other areas include financial help from parents, continuing education and having children. It is written for youth as well as for adults.

27. LANDIS, JUDSON T., "Attitudes and Policies Concerning Marriages Among High School Students," *Marriage and Family*, 18 (2, May, 1956), pp. 128-136.

Data are reported on the incidence of student marriages, policies of schools regarding attendance of married students, and the extent of family living instruction in California high schools during the 1953-54 school year. Ninety percent of the schools reported one or more marriages. Marriage rates and drop-out rates by grade and sex, reasons for the marriages as seen by school principals, and principals' views of married students as "problems" or "assets" in the classroom are reported. Most of the schools did not require married students to attend school; only a small minority encouraged or required withdrawal. For pregnant married girls, expulsion was the predominant policy. The survey of course offerings in family living indicated that while there was a wide range of activity, American schools are only beginning to assume greater responsibility for preparing youth for marriage.

28. "Married Students in High Schools," *Nation's Schools*, 58 (5, November, 1956), pp. 86, 88.

The results of a freely answered poll of school administrators in the United States indicated that 78 percent answering would permit both married male and female students to attend school, 16 percent would permit neither, 5 percent would permit husbands only, and 2 percent would permit wives only to attend school. Quotes from administrators illustrate reasons for policies. Responses for other questions are listed. These include whether a husband and wife should be in the same class, whether married students should be separated at lunch, whether they should have leave time for honeymoons, and whether pregnant wives should be suspended temporarily or expelled.

29. MARTINSON, FLOYD M., "Ego Deficiency As A Factor in Marriage," *American Sociological Review*, 20 (2, April, 1955), pp. 161-164.

Personality test characteristics, obtained from tests administered during high school and scholastic achievement data are compared for two matched groups of girls, ones who married within a few years of high school completion and those who were unmarried. All results favored the single girls. It appeared that the immature or not-so-well adjusted girls were the ones to whom marriage had the greatest appeal.

30. ———, "Ego Deficiency As A Factor in Marriage—A Male Sample," *Marriage and Family Living*, 21 (1, February, 1959), pp. 48-52.

Personality characteristics, obtained from tests administered during high school, and scholastic achievements are compared for two matched groups of boys, ones who married within a few years of high school completion and those who were unmarried. Among boys who married shortly after high school, there were greater signs of personal and social maladjustment than among those who remained single. As more males entered marriage in the succeeding years following high school graduation, differences in personal and social characteristics between the married and the single males disappeared.

31. "Matrimonial Agency in Gibson County, Tennessee," *Newsweek*, 48 (7, August 13, 1956), p. 64.

After 50 marriages by the end of a school year, school restrictions were clamped on and whether because of or in spite of these actions, the marriage rate declined sharply. The article concludes with the statement: "the cause of the nuptial fad remained unexplained."

32. MOSS, J. JOEL and RUBY GINGLES, "The Relationship of Personality to the Incidence of Early Marriage," *Marriage and Family Living*, 21 (4, November, 1959), pp. 373-377.

Personality scales and questionnaires were administered to 3,456 girls in the ninth through twelfth grades in small town Nebraska high schools. Later reports from schools indicated that 313 girls married before their nineteenth birthday (young group) and 123 married at older ages. Girls who married young were matched by grade and school with girls who had not married. Comparisons between the original data collected from the two groups of girls indicated that the girls who marry young were less stable, had less satisfactory relationships with their parents, had more likely begun dating earlier, had more serious dating relationships, less frequently planned to attend college, and less frequently reported their parents were desirous of them attending college, although there were no apparent differences between the two groups in the ability of parents to finance a college education. Some interview data from 110 young brides are provided.

33. PARTON, MARGARET, "Why Do They Marry So Young?" *Ladies Home Journal*, 75 (11, November, 1958), pp. 163-165, 172.

Reasons for young marriages are brought out by eight case histories, each of which illustrate "typical" types of situations leading to or following youthful marriages. Views of family specialists are included.

34. POPE, E., "Why Do They Marry?" *Good Housekeeping*, 148 (May, 1959), pp. 59, 142, 144.

Factors contributing to an increase in college level and other youthful marriages are presented. Opinions of various family specialists are cited. The factors include: the original impact of the older ex-GI who combined college study and marriage; lack of stigma attached to employment of wives; availability of jobs; the cult of immediate happiness where marriage is not seen as placing limitations on one, but as providing opportunities for immediate satisfactions; more favorable views of parents; and the fact colleges now attract increasing numbers of lower status youth who have traditionally married at younger ages.

35. RUSSELL, ROSALIND as told to Lester David, "I'm Glad I Didn't Marry Young," *Readers Digest*, 74 (February, 1959), pp. 75-77.

Young persons are advised to grow up first, and marry later in life. If they shop carefully and take their time, they will get a better value. Work or college are suggested as alternatives to early marriage. The values of a job are held over early marriage. Parents are advised to make it plain to their children that the children should not expect any support after marriage.

36. SAHINKAYA, REZAN and KENNETH L. CANNON, "Effect of War Upon Early Marriage," *Journal of Home Economics*, 49 (3, March, 1957, pp. 203-207.

Data from three states, Connecticut, Nebraska and Oregon, were used to test the hypothesis that war tends to increase early marriages—those involving persons 20 or younger. When early marriage rates for periods prior to and immediately following the Korean War were examined, the hypothesis was supported for both sexes and in all three states. Post-Korean War data showed that early marriage rates did not drop back to the 1949 levels, but due to many conditions, have remained higher than the 1949 rates.

37. "The Costly Hazard of Young Marriage," *Life*, 46 (15, April 13, 1959), pp. 119-130.

The hazards of youthful marriages are vividly portrayed in this article by examining the complexities of the school and home lives of several married couples. Student, school and community reactions to the "wave" of marriages in the community indicate that the trend toward an increasing number of school-age marriages can be reversed.

38. The Research Center on Family Development, *Bulletin*, 1 (Winter, 1959), Community Studies Inc., Kansas City 6, Missouri.

Conditions related to marriages in Kansas City, professional evaluations of young marriages and some vital statistics on young marriages are presented in the 18 pages which comprise the body of this report.

39. "Youthful Marriages on the Increase," *Christian Century*, 76 (40, October 7, 1959), p. 1140.

In this article, the Catholic church is commended for putting its weight against the trend toward younger marriages, but instead of authoritarian methods Protestant churches are urged to develop patterns of instruction related to the complexities of sex, love and marriage. Churches are urged to assume this role in "wisdom and good taste."

FACTORS IN MATE SELECTION

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This study was designed to seek answers to the following questions concerning mate selection: (1) What characteristics do young people consider important in a potential mate? (2) What traits do they regard as most undesirable? (3) Do young people of marriageable age have an image of the ideal mate they wish to marry? If so, what are the sources of ideal-images? (4) What parental advice on mate selection do young people receive?

The data presented were obtained by a questionnaire given to unmarried students enrolled in selected introductory and advanced courses in sociology, social work and education at the University of Wisconsin-Milwaukee during the period from July, 1958, through January, 1959. The 296 returned questionnaires constituted 98 per cent of all questionnaires distributed. Of the 102 men and 194 women who completed the research instrument 80 were enrolled in a marriage course.

The mean age of the men was 22.8 and that of the women 19.9.

What do young people look for in a marriage partner? The students were asked to list the characteristics they considered important in a potential mate.

From inspection of Table 1, it will be seen that men and women seek similar qualities in a marriage partner. Both sexes tend to emphasize disposition and personality, intelligence, moral character, and understanding. Men more often than women want someone who is physically attractive, neat, well-groomed and a good homemaker. Women, in contrast, want someone who is ambitious and industrious, has a sense of humor, wants a home and family and offers promise of being a good provider. These findings are in substantial agreement with those reported in other studies of preference patterns in mate selection among college students.¹

The undesirable traits most frequently listed by the men

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¹ See Reuben Hill, "Campus Values in Mate Selection," *Journal of Home Economics*, 37 (November, 1945), pp. 554-558; Harold T. Christensen, "Student Views on Mate Selection," *Marriage and Family Living*, 9 (February, 1947), pp. 85-88; Ray E. Baber, "Some Mate Selection Standards of College Students and Their Parents," *Journal of Social Hygiene*, 22 (March, 1936), pp. 115-125; James P. Vail and Virginia M. Standt, "Attitudes of College Students Toward Marriage and Related Problems: 1 Dating and Mate Se-

were: (1) selfishness and inconsiderateness, (2) lacking personal cleanliness, (3) lacking homemaking ability, (4) low moral standards, and (5) low intelligence. Undesirable traits most frequently listed by the women were: (1) selfishness and inconsiderateness, (2) lacking in ambition or lazy, (3) conceitedness, self-centeredness, (4) low moral standards, and (5) lacking personal cleanliness.

Men wanted a mate approximately 2 years younger and women a mate slightly more than 2 years older than themselves.² Men on the average wanted to marry at 24.4, and wanted their mates to be 22.4 years of age. Women desired to marry at an average age of 22.2 years and wanted their mates to be an average of 24.5 years of age. This tendency for women to want to marry men older than themselves and for men to desire a spouse somewhat younger than they is to be found in studies by Baber³ and others.

Men tended to prefer slightly longer engagements than women, an average⁴ of 11.2 months compared to 10.2 months respectively. The desired length of engagement ranged from 3 to 36 months for men and 3 to 25 months for women. Relatively few of the male and female students desired the engagement period to last more than eighteen months.

One factor which seems to play an important part in the choice of a marriage partner is the image of an ideal mate.⁵ Strauss⁶ found that most of his 373 engaged and

lection," *Journal of Psychology*, 30 (July-October, 1950), pp. 171-182; Mirra Komarovsky, "What Do Young People Want In A Marriage Partner?" *Journal of Social Hygiene*, 32 (December, 1946), pp. 440-444; Forrest L. Weller, "Student Attitudes On Marriage Partners," *Sociology and Social Research*, 26 (1942), pp. 512-524; Thomas C. McCormick and Boyd E. Macrory, "Group Values in Mate Selection In A Sample of College Girls," *Social Forces*, 22 (October-May, 1943-44), pp. 315-317; William S. Bernard, "Student Attitudes On Marriage and the Family," *American Sociological Review*, 3 (June, 1938), pp. 354-361; Judson T. Landis *Building a Successful Marriage* (3rd Ed.), New York: Prentice-Hall, 1958, pp. 82-86.

² For first marriages in the United States the current mean difference in age between husband and wife is slightly under 3 years.

³ See Ray E. Baber, *Marriage and the Family* (2nd Ed.), New York: McGraw-Hill, 1953, pp. 121-127.

⁴ See Vail and Standt, *op. cit.*, p. 178.

⁵ The writer is currently engaged in an intensive study of the concept of the ideal mate as a factor in mate selection.

⁶ Anselm Strauss, "The Ideal And The Chosen Mate," *American Journal of Sociology*, 52 (November, 1946), pp. 204-208.

young married couples held an image of the ideal mate. This conception of the ideal excluded as potential mates individuals with specified characteristics. In the present study, students were asked to write in detail their conception of their ideal. Ninety-one per cent of the men and 93 per cent of the women reported an image of the idealized characteristics of the person they wished to marry.⁷ One college girl described her ideal mate as follows:

"The man I marry must first of all be of the Protestant faith. He must be intelligent, have a college education, be ambitious, and have a pretty good idea of what he plans to do with his life. I must feel he is superior to me—not that he should hold this over me—but I feel that the husband should be slightly superior to the wife and the wife should honestly feel that he is. My husband will also have to be kind and understanding and be able to cope with my occasional spells of moodiness. He must like children and want to have them. I would like him to be about 5' 10" and be reasonably attractive and well-groomed."

A male student wrote:

"My ideal is a girl who can love me for what I am. One who can understand my problems and be a help and comfort to me. I want a home and family life different from the home I came from; and my ideal is one who can make this possible for me. She must have a pleasing personality and be of my religious faith. She must be sincere and not drink or smoke to excess. Naturally I would expect my wife to have the usual basic qualities: love for children, good homemaking ability, beauty, and the like. I may be asking for too much; but marriage is for a long time, and I want the best mate I can get."

One student stated her ideal-mate image was at one time patterned after the traits she admired in her father, but her ideal has since been modified by her experience in growing up. She wrote:

"My conception of my ideal mate has changed considerably with my experience in growing up. At one time my ideal was simply a mirror of my father's characteristics. Now, however, it has broadened considerably. Though the outline remains the same, the interior has changed radically. My mate must be ambitious and do all he can for his family. He should be loving, considerate, a good provider, intelligent, and religious. He should also have a love for home life and want children. His family background—financial and social—should be very similar to mine. Traits such as good looks, wealth, and the like are not important to me."

A male student commented:

"The ideal mate is a subject I have never given much thought to until now. However, the qualities which I admire most in my mother would have to be a must for my mate, because I feel without a continuation of these qualities my life would be incomplete. My ideal mate must be religious, understanding, like domestic activi-

ties, and have a love and desire for children. She must also be able to control her emotions and know how to cope with emergencies."

A female student wrote:

"I would like my mate to be one or two years older than I, and to have a secure job he enjoys. He must like to save for I do not want financial problems to jeopardize our marriage. He must be faithful, honest and definitely have a sense of humor. He must be someone on whom I can rely on and confide in. He must be loyal to his family but not be dominated by them. He must have a mind of his own, capable of making important decisions; but he must not be domineering, for I also have a mind of my own. He must be someone who will readily accept responsibility and know how to take over in a crisis."

TABLE 1
CHARACTERISTICS 102 COLLEGE MEN
AND 194 COLLEGE WOMEN CONSIDER IMPORTANT
IN A PROSPECTIVE SPOUSE

Characteristic	Men Per Cent	Women Per Cent
Disposition and personality.....	57	51
Beauty or good looks.....	55	36
Intelligence.....	48	50
Moral character.....	46	45
Good homemaker, good housekeeper, etc.....	45	
Understanding.....	36	52
Kindness, considerateness.....	30	44
Personal cleanliness.....	30	27
Similarity of interests.....	29	26
Sense of humor.....	27	46
Same religious faith.....	23	28
Religious Nature.....	21	24
Sociability.....	19	
Good health.....	17	
Good family background.....	15	11
Wealth.....	15	8
College education.....	13	21
Ambition and industriousness.....	11	53
Desire for home and children.....		42
Good provider.....		41
Dependability.....		34
Mutual attraction, love.....		28

In the following case the student reported she had no specific image of an ideal mate, but she knew what she did *not* want in a marriage partner. She wrote:

"I do not have a specific image in mind of what I want but I do know what I don't want. I don't want a man to be of a different religious faith. I don't want a man who seeks only companionship and not children because a marriage is not fulfilled without children. This would also show his selfishness. I do not want a man who is unable to accept the responsibilities of a husband and father. I do not want a man who is suspicious. He must trust me without question. I do not want a weak man that I will have to baby the rest of our lives; but I also do not want a domineering man who will make me his slave."

As will be seen from Table 2, the students felt that the conception of an ideal mate is derived in large part from

the family life coordinator

⁷ *Ibid.*, p. 204.

the family. Over one-half of the students reported their ideal was based primarily on their observation of both parents or the parent of the opposite sex. Other sources of ideal images considered important by both sexes were dating experience with the opposite sex, observation of married couples, and friends.

TABLE 2
SOURCES OF IDEAL-IMAGES AS GIVEN BY 102 COLLEGE MEN AND 194 COLLEGE WOMEN

Source	Men Per Cent ¹	Women Per Cent
Dating experience.....	33	51
Both parents.....	28	30
Mother.....	20	*
Father.....	*	25
Observation of married couples.....	14	13
Observation of friends.....	12	11
Observation of people in general.....	10	10
Observation of siblings and other relations.....	8	11
Novels and other reading material.....	7	10
T.V., movies.....	3	7
Other sources.....	5	8
Don't know.....	8	6
No reply.....	*	*

¹Percentages total more than 100 because most students gave more than one source.
*Less than one per cent.

The following are typical of the reported sources of ideal images.

Female Student: "I got my conception of the ideal mate by studying and observing the good and bad points in different marriages and asking myself what I want to get out of married life. I know that I want someone with my father's good points. But there are some traits I feel he lacks; and I am looking for someone who does not lack these same qualities."

Male Student: "I got the image of my ideal mate mainly from my mother who has become my ideal. Also to a lesser degree from my sister-in-law, girls I have associated with, and married friends."

Female Student: "I got my ideal from my parents. Also from my experience with younger members of my early college days. During my freshman and sophomore years, my conception of my ideal mate was greatly changed by friends, casual acquaintances, instructors, and people I met on my part-time job."

Male Student: "I got my conception of my ideal mate from a very close cousin. She was light-hearted, pleasant, and very attractive. I remember much about her. She stole everyone's heart, and was sought after if any of my relations gave a party. She was so warm and understanding, I always looked forward to seeing her."

Female Student: "I got my ideal partly from the movies, but more so from my own observations of boys and men I have come in contact with. My father, also has had a large influence on my image of my ideal mate."

Over 74 per cent of the students in this study had received some parental advice on the choice of mate. In

cases where only one parent gave the advice the mother was generally the source of such. This was found to be true for both male and female students.

Parental advice on mate selection most frequently received by male students was to marry someone: (1) within your religious faith, (2) who will be a good wife and homemaker, (3) who has a good family background and (4) who has a pleasing disposition and personality. For women it was to marry someone: (1) with good financial prospects, (2) within the same religious faith, (3) who has a pleasing disposition and personality and (4) who has a good family background. As one college girl wrote:

"Both my parents have advised me to marry within my faith. My mother also has advised me to marry someone at least several years older than I. My father has advised me to marry someone with a college education. Both have advised me to marry someone with a good family background, and who can support me comfortably."

Another commented:

"My parents feel that the same religion is important in a mate. They also feel a college degree is essential. They have advised me against marrying someone who likes to drink a lot. Mom also said to observe how he is at home toward his parents, younger brothers and sisters. They also feel that he should have some money and a good job with a future."

A male student wrote:

"Both my parents have told me that I should marry a girl of my own nationality and religion. They also have advised me to marry someone with a good family background. In addition, they have emphasized that she should have a pleasing personality and be a good homemaker."

Another male student commented:

"My mother has told me not to marry until I can support a wife and family. Also, to choose a mate who belongs to my religion. This is what I have been told over and over again. And as I see my young friends marry and observe their lives, I am certain now that this is the best advice for me or for anyone planning marriage."

Students sometimes question the advice given by their parents. For example:

"My mother has told me to be sure to select a mate of the same religion, one who has a good job, and who is dependable. However, I feel that she is too interested in having me marry someone with money rather than someone I love. In this way, I don't feel that she is regarding me. She only wants prestige for herself. My father, on the other hand, wants me to marry whom ever I fall in love with."

Another commented:

"The advice my mother has always given me is to find someone who can give you security and a nice home. She

doesn't seem to think love makes too much difference, just companionship should be enough. I don't feel that it is, because if you love someone, you would not need everything right away in order to be happy."

However, another wrote:

"My mother has given me very sound advice on the choice of a marriage partner. She has told me what it's like to marry someone with traits we both dislike. It has happened so often in marriages of my relations and friends, and she has carefully pointed this out to me. I know that her sound advice will help me choose a suitable mate."

In conclusion, the main findings of this study may be summarized as follows:

(1) Men and women appear to want essentially the same qualities in a marriage partner. Both sexes emphasized disposition and personality, intelligence, moral character, and understanding.

(2) Men, however, tend more than women to want someone who is physically attractive, neat and well-groomed and a good homemaker.

(3) Women, in contrast, tend to more frequently desire someone with ambition, a sense of humor, who wants a home and family and who offers promise of being a good provider.

(4) Traits men considered most undesirable in a mate, were: 1) selfishness and inconsiderateness; 2) lacking personal cleanliness; 3) lacking homemaking ability; 4) low moral standards, and 5) low intelligence.

(5) Traits women considered most undesirable in a mate, were: 1) selfishness and inconsiderateness; 2) lacking in ambition or lazy; 3) conceitedness, self-centeredness; 4) low moral standards, and 5) lacking personal cleanliness.

(6) Men wanted a mate approximately 2 years younger and women a mate slightly more than 2 years older than themselves.

(7) Men tended to prefer somewhat longer engagement periods than the women.

(8) Ninety-one per cent of the men and 93 per cent of the women had some image of the ideal characteristics of the person they wished to marry.

(9) The conception of an ideal mate is derived in large part from the family. Over one-half of the students reported their ideal was based primarily on their observation of both parents or parent of the opposite sex.

(10) Other sources of ideal-images considered important by both sexes were dating experience with the opposite sex, and observation of married couples, friends, and people in general.

(11) Seventy-four per cent of the young men and women had received some parental advice on choice of a mate.

(12) In cases where only one parent gave the advice, that parent was almost always the mother. This was true for both male and female respondents.

(13) Parental advice on mate selection most often received by the men was to marry someone: 1) within your religious faith, 2) who will be a good wife and homemaker, 3) who has a good family background, and 4) who has a pleasing disposition and personality.

(14) Parental advice most often received by the woman was to marry someone: 1) with good financial prospects, 2) within your religious faith, 3) who has a pleasing disposition and personality, and 4) who has a good family background.

PNWCFR TO MEET

David Mace, President of the National Council on Family Relations and Executive Director of the American Association of Marriage Counselors will be the keynote speaker at the nineteenth annual meeting of the Pacific Northwest Council on Family Relations when it convenes

in Tacoma at the University of Puget Sound March 22-24, 1962.

Further information may be obtained from John Phillips, President, Pacific Northwest Council on Family Relations, University of Puget Sound, Tacoma, Washington.

ment frequently, and to that end the parties each agree to read this agreement, separately or together, at least once a month and as much oftener as shall be helpful.

FURTHER ASSISTANCE:

In the event that further difficulty arises and you believe that the services of this Court may be helpful in solving them, please contact the counselor with whom you talked and arrange for a further conference.

DURATION OF AGREEMENT:

We, and each of us, hereby agree that this agreement and any order of the Court made pursuant hereto shall remain in full force and effect until further order of Court.

Neither party shall take any further action in any pending divorce, separate maintenance, or annulment proceedings during the period of the conciliation proceedings and for such period of time thereafter when a Husband-Wife Agreement is in effect.

Dated: _____, 196_____.

Petitioner

Respondent

Approved

Counselor

SEX EDUCATION IN A COLLEGE MARRIAGE COURSE

JOHN W. PHILLIPS†
FAY M. NACE†
University of Puget Sound

For the past nineteen years, the marriage course at the University of Puget Sound has included sex education as an integral part. The first year the course was taught, men and women students were separated for sessions dealing with sex. Since then, all students have met together under the direction of an obstetrician-gynecologist. The original single lecture has become a series of five lectures designed to foster understanding of the sexual aspects of marriage and the sexual responsibilities of husband and wife.

The lectures on sex come rather late in the course, so that the principal instructor may have opportunity to prepare the students for them. The material covered prior to the time of the sex lectures includes: a basic description of marriage; a discussion of child development from infancy through adolescence; the emotional interactions which influence personality development. There is also a discussion of dating, including such topics as necking, petting, and premarital sexual intercourse. In addition, students read and discuss some aspects of mate selection.

Just prior to the first lecture on sex, the principal instructor shows the class a series of colored slides dealing with male and female anatomy. One purpose of this is to demonstrate that the instructor, himself, is able to handle this material without embarrassment and that the discussion of sex has a legitimate place in the classroom. This

helps put students at ease in asking questions of the instructor after the special lectures by the physician. The writer has found this procedure a useful pedagogical device.

The guest lecturer, Fay Nace, M.D., gives the lectures on sex. Engaged or married students invite their partners to the lectures. During the last two years, we have added another lecture to the series. This is given by a urologist, Dr. Philip Grenley. He places special emphasis on the male's responsibility for, and reaction to, contraceptive practices. He also gives insight concerning the important area of the male ego in sexual relationships. This addition to the series has proved of real value to the students. Dr. Nace describes the manner in which he approaches and handles his contribution to the course.

As John Phillips has stated, he devotes one class period prior to my lectures to showing excellent color slides of the generative tract. This serves a dual purpose. First, it refreshes, or in some instances, introduces basic information concerning pelvic anatomy. Second, it demonstrates the ease with which a theologically oriented professor may discuss the biological aspects of marriage along with the spiritual.

As a basis for understanding human sexuality, the obstetrician-gynecologist proceeds from the anatomical to the physiological aspects of conception, fetal embryology, puberty, menstruation and reproduction. This background

† John W. Phillips is Professor of Sociology and Religion and Chairman, Department of Religion; Fay M. Nace is a practicing obstetrician and gynecologist and co-instructor with Professor Phillips in a course on Marriage and the Home.

consumes two lecture periods. Now the student is prepared for a discussion of fertility and sterility. The time sequence of ovulation within the menstrual cycle is described. Employment of the rhythm pattern for either conception or contraception is explained; and some aspects of the etiology and treatment of sterility follow.

In his fourth lecture, the doctor introduces human sexuality. He places special emphasis on the neurological differences related to male and female responsiveness and orgasm. Psychological variants of husband and wife regarding sex are explored, along with how these fundamental differences influence sex needs and attitudes. The pitfalls, compounded by ignorance, that ultimately may lead to marriage difficulty, are explained. The whole purpose and focus of the physician's lecture series is on the understanding and avoidance of these pitfalls.

The final class presentation explains the various contraceptive materials available. Birth-control pills, mechanical diaphragms and condoms as well as chemical jellies, suppositories and powders, are described. Techniques of application and advantages and disadvantages of these devices are discussed. A strong plea is made for good premarital medical counseling. There is ample time for the students to see and examine representative examples of contraceptive materials. Pelvic models are also used in this lecture, and they are made available for the students to examine. The medical co-author of this paper has attended professionally several former members of this class. It has been a stimulating and rewarding experience for him. Oriented toward both the spiritual and the physiological

aspects of their marriages, they are eager, enthusiastic patients and sound intellectual parents. Now more from Mr. Phillips.

As principal instructor of the course I want to add a few points. In addition to hearing the lectures by Drs. Nace and Grenley, the students use *Reading and Study Guides for Students in Marriage and Family Relations* by Lester A. Kirkendall,¹ especially the section on family planning and they get credit for the reading they do.

This is a church related-college; but neither the President nor I has had any complaints about our teaching in this area. Although the faculty has joked about this area of teaching, they have shown only appreciation for what is being done and the professional manner in which it is presented, when I have explained the course and our method.

Finally, the students have been eager and appreciative of this opportunity to learn in an area so frequently closed. Several of them have learned enough to know when they have received inadequate contraceptive advice and inadequate premarital physical examinations from a physician and have, therefore, sought further help from another physician. I have found in my own premarital counseling that the students from this course are far more relaxed and able to communicate about sexual matters than students who have not been exposed to this series of lectures and the reading. Let me conclude by saying that several parents of students have expressed their appreciation of the course.

¹ Published by William C. Brown Company, Dubuque, Iowa.

SUMMER STUDY OPPORTUNITIES IN THE PACIFIC NORTHWEST

Central Washington College of Education, Ellensburg, Washington. Home Economics Workshop: "Content and Family Life Education."

College of Idaho, Caldwell, Idaho. "Marriage and the Family." A study of the history of the family and family systems in various societies, romantic love, courtship, sex in marriage, criteria for marital success, and scientific prediction of marital adjustment. Taught by Joseph Dada-bay.

Columbia Basin College, Pasco, Washington. "Marriage Relations." Taught by Francis Getz, Benton-Franklin Marriage Counselor.

Eastern Oregon College of Education, La Grande, Oregon. "Marriage and the Family." A sociological analysis of the family as a social institution. Taught by Joseph Gaiser, Professor of Social Science.

Oregon State University, Corvallis, Oregon. "Child Development." Taught by Renuka Raghaven, Instructor in Family Life.

"Family Relationships." Taught by Lester Kirkendall, Professor of Family Life.

"Issues Facing the Family." Taught by Lester Kirkendall, Professor of Family Life.

Portland State College, Portland, Oregon. "Sociology of the Family." A sociological analysis of the structure and function of the institutions of marriage and the family in terms of their history and change, their internal processes, and their relationship to external systems such as their economy and polity. Taught by Will Drum, Associate Professor of Sociology and Social Work.

St. Martin's College, Olympia, Washington. "Marriage and the Family." A broad ethical and socio-philosophical

HANDBOOK OF MARRIAGE AND THE FAMILY—A Review*

LYLE E. LARSON†
University of Oregon

The sincere student of the family is currently confronted with a widely divergent and often conflicting storehouse of information. The situation confronting the family specialist is at least threefold. 1) People in general are inherently interested in all aspects of marriage and the family; consequently, popular literature abounds with a wide diversity of folk wisdom. 2) In so-called academic circles there is an over-abundance of approaches or frames of reference utilized in obtaining a theoretical understanding of the family. 3) Finally, the family specialist is particularly beset by the age old problem of the theoretical versus the practical. In order to clarify the situation of those interested in the family field of study it appears useful to treat each of the above points in turn.

The layman has ready access to a wide diversity of popular magazines, newspaper columns, religious publications, and tid-bits of knowledge gained over a cup of coffee concerning love, sex, marriage, and parenthood. The more intellectually oriented layman may readily pursue literature in philosophy, history, the arts and the sciences, not to mention fiction and poetry, and obtain therefrom just about everything "there is to know" about the family. In all fairness these materials cannot be ignored in the study of the family.

A second area of confusion is reflected in the abundant frames of reference available in the academic marketplace, each with its own unique intellectual punchline. To select one of these and disregard others is considered a ghastly act of intellectual narrowmindedness. On the other hand, the eclectic finds himself the object of severe criticism for failure to develop a neat, coherent, and self-styled package; he is suggested to lack originality. The results of this dilemma have been profuse: theories range from the productive and significant to the grandiose and the irrelevant. The more significant approaches to the study of the family were effectively outlined by Hill (1951): the household economics-home management approach, the learning theory-maturational approach, the psychoanalytic approach, and five so-called sociological approaches those being, the structural-functional, the situational, the interactional, the

institutional, and the developmental. In a later publication (Hill and Hansen, 1960) the first three approaches were dropped. It becomes the task of the contemporary family specialist to study them, understand them, and integrate them. This is not a small task to be sure.

A significant point at which a number of contemporary professionals have sought to carve a distinctive path may be seen in the rather arbitrary dichotomy between the practical and the theoretical. The practitioner is precisely concerned with helping the family continue to function in society and to help the family member improve his inter-familial and intrafamilial relationships. The researcher, on the other hand, has accepted the responsibility of obtaining knowledge, for the sake of knowledge alone, hopefully explanatory rather than descriptive, of the family which the practitioner may utilize. Unfortunately, the overarching implications of the path chosen appears to have connotations of extremity on the one hand and neglect on the other. At the university level there is continuous academic unrest as to whether to include a functional course in marriage and the family or to drop it from the program in favor of an institutional and theoretical course. For the most part, the empirically oriented family specialist believes that both aspects are essential to the program; the latter is favored for intellectual reasons and the functional course is accepted for personal reasons. In other words, the field of family sociology is particularly susceptible to normative and intellectual conflicts.

Furthermore, the issue does not end here. Concurrent with other disciplines, the *scientific* study of the family is of recent origin. Nonetheless, the last twenty years has been a period of an increasing accumulation of empirical studies concerned with the place of the family in society, the structure of the family, and the interactional dynamics within the family unit. To put it another way, a large amount of descriptive data has been obtained concerning the family as an institution, as a small group, and as a small group composed of interacting personalities.

It may be seen then that the family sociologist has a cumbersome task. It is essential, if the discipline is to get off the ground, to engage in a process of sorting out this diverse information, interpreting it, and finally to integrate it. (Rodman, 1965). The *Handbook of Marriage and*

* Edited by Harold T. Christensen. Chicago: Rand McNally and Company, 1964. 1028 pp. \$17.50.

† Teaching Assistant, Department of Sociology.

study of sex, marriage and family problems and theories as they affect the individual and society in the modern state. Taught by Michael Feeney.

Southern Oregon College, Ashland, Oregon. "Marriage and the Family." Analysis of problems arising in dating and courtship. Special emphasis placed on the growth and development of husband-wife relationships throughout the family cycle. Taught by William Riffe, Assistant Professor of Sociology.

University of Alberta, Edmonton, Alberta. "Family Finance." Standards of living; family income, savings and expenditures; consumer economics and consumer education.

"Family Living." A study of the family in contemporary society; factors influencing the development of relationships within the group.

University of Idaho, Moscow, Idaho. "The Family." The family as a social institution; its nature and functions. Taught by Harry Harmsworth, Professor of Sociology.

University of Oregon, Eugene, Oregon. "Family Relationships." Values and goals of modern family life; family roles of men and women; choice of a marriage partner; adjustment to family life. Taught by Sally Hansen, Visiting Instructor in Home Economics.

"Practicum: Family Counseling." Application of Adlerian principles of family counseling in education. Increased opportunities for actual counseling experience with decreasing supervision. Taught by Oscar Christensen, Assistant Professor of Education.

"Practicum: Family Counseling." Application of Adlerian principles of family counseling in education. Maximum opportunity to observe and discuss the counseling procedure; minimal opportunities for actual counseling experience. Taught by Oscar Christensen, Assistant Professor of Education.

"Practicum: Procedures in Family Counseling." Various functioning areas of Adlerian family counseling; study of and participation in the work of the playroom supervisor, recorder, intake interviewer, socio-dramatist, and

receptionist; emphasis on the organization and administration of family counseling programs. Taught by Oscar Christensen, Assistant Professor of Education.

"Sociology of the Family." The family as a social institution and its relationship to other social institutions. Taught by Theodore Johannis, Associate Professor of Sociology.

"Workshop: Family Financial Education." The Family Finance Education Workshop is designed to help educators furnish young people with a base upon which they can build sound habits of dealing with their personal financial problems. Workshop participants will have an opportunity to develop broad concepts, to prepare teaching units, to accumulate and evaluate instructional materials, to develop curriculum plans, and to share experiences with outstanding leaders in family finance from business and the University faculty. Taught by Hugh Wood and associates.

University of Portland, Portland, Oregon. "Marriage and the Family." Significant attributes of family types in the United States from historical antecedents and technological influences; functional-structural changes of the family; its attendant problems and emergent trends. Taught by Milton Peterson.

University of Puget Sound, Tacoma, Washington. "The Family." A study of the family as an institution in its various historical developments. Taught by Professor Heller.

"Marriage and the Home." A general course on courtship, marriage, and early marital adjustments. Taught by John Phillips, Professor of Religion and Sociology.

University of Saskatchewan, Saskatoon, Saskatchewan. "The Family." An analysis of persistence and change in the social characteristics of the family in this and other societies. The family as a definer of status and role; as a personality-forming matrix; as a basic educational group. Taught by J. S. McCrary, Visiting Instructor.

Western Washington State College, Bellingham, Washington. "Workshop: Home Management; Family Decision-Making." Taught by Beatrice Paolucci, Visiting Professor from Michigan State University, and Dorothy Ramsland, Chairman, Department of Home Economics.

the Family represents a responsible attempt to do just that.

The editor in his statement of purpose indicates that the handbook is designed "especially for the professional" as well as "to serve a diversified and large audience." In terms of the situation described to this point this is a large, perhaps incomprehensible, task. The organization of the handbook, however, focuses on the *family* and thus delimits consideration of, as Christensen phrases it, "peripheral specialties" such as "child development, youth culture, gerontology, women's roles," and so on. This writer believes that the *Handbook of Marriage and the Family* is a useful and challenging reference work for the following reasons:

1. Each of the 24 chapters represents an original and fairly comprehensive summary of the past and present developments in the topic under discussion. In addition, an extensive list of resources and supplementary readings is provided at the end of each chapter.
2. Everything of *importance* to the family specialist in a given area has been pulled together in one place, thus reducing the necessity of hunting through the debris for whatever gems that may be found.
3. The handbook has indeed provided both the practical and the theoretical. Chapters range from "Organizational programs to strengthen the family" to the deliniation of a developing frame of reference for the theoretician, "The developmental approach."
4. It has provided the opportunity for the family specialist to take a knowledgeable look at where the field stands. It is possible to observe in one volume how far from integration the field yet remains.

The contents are grouped into five parts. Part I, "Theoretical Orientations," includes an introductory chapter by the editor concerning the development of the field of family sociology. The other four chapters in Part I represent attempts to outline five current frames of reference utilized by family sociologists: the institutional, the structural-functional, the interactional, the situational, and the developmental. Part II, "Methodological Developments," contains five exceptionally significant chapters on the history, development, present status, and future outlook of: prediction studies, field surveys, experimental research, demographic analysis, and the measurement of families.

Part III, "The Family in its Societal Setting," includes four chapters which attempt to specify certain substantive findings in historical and contemporary perspective. The family is considered historically and cross-culturally in the first two chapters. The third chapter in this section treats the family in interrelationship with the community in industrial societies while the fourth deals with subcultural variations and mobility. Part IV, "Member Roles and Internal Processes," contains chapters on sexual behavior, love, marital adjustment, socialization, and families under stress.

Part V, "Applied and Normative Interests," covers topics of immediate interest to the practitioner: organizational programs to help improve the functioning of the family, family life education, marriage counseling, family disorganization, and the concluding chapter by the editor, "The intrusion of values."

Certain omissions, deliberate or otherwise, will be obvious to the family specialist. While it is obviously difficult to include all topics of theoretical and/or practical interest, it may be justifiably argued that "peripheral specialties" such as changing sex roles or child development have explicit relevance to the study of the family in *focus*. Several omissions, of varying degrees of importance, are noted below:

1. The question of social change and the family, while treated briefly by certain of the writers is not even of minor concern in the book. Although the subject of social change is of current theoretical interest in sociology, the topic is not to be found in the index. Such a discussion has immediate theoretical, and practical, significance to the study of the family in interrelationship with society.
2. The whole area of institutional interchange involving the transactions between the family and the political, economical, religious, educational, leisure, and kinship institutions have been grossly neglected. Moge and Pitts have merely scratched the surface of the economic and kinship interchange with the nuclear family.
3. Only limited reference is made to the extensive studies concerned with the authority and participant structure in the family. While both Zelditch and Bardis treat these issues to some degree it would appear that more extensive treatment is in order.
4. Parent-child relationships constitute an important aspect of the internal processes in the family. Despite the exceptional treatment of socialization by Dager, it is the opinion of this writer that the subjects of parent-child interaction, child development, adolescence and the family, and so on, are treated inadequately. A recent book by Hoffman (1964) will help to meet this inadequacy and certainly belongs on the family specialist's bookshelf; however, this book is heavily psychological. It is argued that a sociological perspective may well have been incorporated into the handbook under review.
5. Given the assumption that the purpose of the book is to integrate presently existing empirical materials into meaningful theory it is well to ask why little if any integration of theory has been attempted. A forthcoming book represents an attempt to deal with this problem and others related to building a theory of the family. (Nye and Berardo, 1966).

There are other omissions, either not dealt with at all or inadequately dealt with which are of lesser importance such as: the biological and psychological foundations of the family; an explication of the psychological and psycho-analytical approaches to the study of the family—at the least a supplementary list of resources could have been provided to facilitate the professional's understanding of

pertinent available approaches; and finally, a distinctive chapter dealing with our current knowledge of the variant normative influences on familial behavior. The omissions outlined here, however, are secondary to the overarching significance of this publication to undergraduates, graduates, professors, and professionals, who are interested in the field of marriage and the family. It, without exception, belongs on the *desk* of every family specialist. It will indeed be a "well-thumbed reference source."

This review began with a message: "We have piles of empirical data but little integration." The *Handbook of Marriage and the Family* has effectively sorted these materials into neat, understandable categories. The road to integration has been greatly facilitated. With the publication of this book, it would appear that the theoretical future of family social science is bright.

Commonwealth Fund Grants

The Commonwealth Fund (1 East 75th Street, New York, New York 10021) has granted funds for further development of an experimental program in marital health, family life, and human sexuality; the Bowman Gray School of Medicine received a three-year grant of \$180,600. The program is aimed at strengthening the physician's role as a counselor to individuals and families on sexual functions and health.

Bowman Gray is one of the very few of the country's medical schools to give serious attention to such training. It conducts courses in the field for first- and third-year students and provides seminars for interns and residents. In addition to obstetricians and gynecologists, the faculty includes other medical specialists, a marriage counselor, and a sociologist.

With the aid of the Fund's grant, which will be used mainly for additional faculty, the school plans to extend the program to all four undergraduate years, strengthen related research, and train a few experienced non-medical marriage counselors and family-life educators for work with medical teams or medical-school faculties. Since interest in the teaching of sexual behavior and problems is growing among medical educators, the course materials and methods developed under Bowman Gray's expanded effort are expected to attract the attention of other schools.

In the field of family planning, the Population Council received \$200,000 and Planned Parenthood-World Population two grants amounting to \$161,500. The Population

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Council's grant will help finance a two-year experiment to establish family-planning service units in large public hospitals in the United States and in several less-developed countries. The objective of the experiment is to increase the availability of birth-control information to low-income families.

Of the funds to Planned Parenthood-World Population, a \$150,000 grant was made toward a \$3 million special fund being raised to expand the work of the International Planned Parenthood Federation in the less-developed countries over the next three years. International Planned Parenthood fosters the establishment by local leadership of privately-sponsored family-planning organizations to conduct educational and clinical service programs. Activities by these groups—now organized in some forty countries—have often been forerunners of extensive government programs. The special three-year effort being undertaken by International Planned Parenthood will seek to encourage more rapid steps by the less-developed countries to curb their alarming rates of population increase, which in many areas are cancelling out hard-won gains in economic and social development.

The rest of the funds to Planned Parenthood-World Population—\$11,500—will help underwrite the distribution costs of a training film on conception control for medical students and physicians, which was prepared under a 1964 Fund grant.